DOCUMENT RESUME

ED 471 475 SO 034 375

TITLE	Elementary Lessons from Indiana's Underground Railroad Institute (July 22-27, 2001).
INSTITUTION	Indiana Univ.-Purdue Univ., Indianapolis. Geography Educators' Network of Indiana.
PUB DATE	2001-07-01
NOTE	118p.; For "Secondary Lessons from Indiana's Underground Railroad Institute," see SO 034 376.
AVAILABLE FROM	Geography Educator's Network of Indiana (GENI), IUPUI-CA 345, 425 University Blvd., Indianapolis, IN 46202. Tel: 317-274-8879; Fax: 317-274-2347. For full text: http://www.iupui.edu/~geni/.
PUB TYPE	Collected Works - General (020) -- Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC05 Plus Postage.
DESCRIPTORS	Black History; Blacks; Curriculum Enrichment; Elementary Education; Geography; Heritage Education; *Historic Sites; *Social Studies; *State History; Student Educational Objectives; Teacher Developed Materials; *Thematic Approach
IDENTIFIERS	*Indiana; National History Standards; National Social Studies Standards; Site Visits; *Underground Railroad

ABSTRACT

The Geography Educators' Network of Indiana's 2001 Exploring and Teaching Institute led 23 educators from around the state on a six day traveling adventure. Participants explored art, literature/folklore, historical sites and archives, physical environments, architecture, economics, politics, and cultures associated with the Underground Railroad and Indiana. The Institute traveled from Kentucky to various sites in Indiana, Michigan, and Ontario, Canada. Each participant created thematic lesson materials linked to Indiana and national social studies and history standards. This booklet features 16 of those lessons: (1) "The Civil War through the Eyes of Hoosier Women Sarah Bush Jefferson Lincoln" (C. Crump); (2) "Creating an Abolitionist Newspaper" (M. Groesch); (3) "Heroes and Heroines of the Underground Railroad System (UGRR) (S. Simpson); (4) "Hiddin' Out" (J. Ensley); (5) "History through Picture Books and Photographs" (M.P. Alexander); (6) "Journey on the Underground Railroad" (K. Zahora); (7) "Levi Coffin on Trial" (E. Haury); (8) "Making the Connection with Quilts" (J. Chambers); (9) "People and Places in Indiana's Underground Railroad" (K. Satterlee); (10) "Scrapbook of Freedom" (K. Ehn); (11) "Signs in the Stitching" (K. Anderson); (12) "Silent Signals" (E. Ensley); (13) "Simulated Underground Railroad Experience Part A" (S. Frasch); (14) "Simulated Underground Railroad Experience Part B" (K. Markley); (15) "Spirituals" (R. Thomas); and (16) "That's Not Fair! Human Rights Violations during the 1800s" (K. Korty). Each lesson states grade level; time required; addresses standards; cites objectives; notes materials needed; provides detailed teaching procedures and/or strategies; poses questions for assessment; and offers adaptations and/or extensions. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 471 475

Geography Educator's Network of Indiana Inc.

ELEMENTARY LESSONS FROM INDIANA'S UNDERGROUND RAILROAD INSTITUTE

July 22-27, 2001

SO 034 375

Levi Coffin State Historic Site

Geography Educators" Network of Indiana
IUPUI - CA 345
425 University Blvd.
Indianapolis IN 46202
Phone: (317)274-8879
Fax: (317) 278-5220

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

F. L. Bein

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Table of Contents

The Civil War Through the Eyes of Hoosier Women-Sarah Bush Johnson Lincoln 3
Attachment – Script 8
Attachment – Bio-Data Sheet 12
Attachment – Thumbnail Sketches of Women of the Civil War 13
Attachment – Sources for Biographies of Women of the Civil War . 16
Attachment – Timeline of Hoosier Women and Events of the Civil War Era 17
Creating an Abolitionist Newspaper 19
Heroes and Heroines of the Underground Railroad System 25
Attachment 1 – Map of the Major Trails to Freedom 32
Attachment 2 – Harriet Tubman Poem 33
Hiddin' Out 34
Attachment 1 – Outline Map of Indiana 38
Attachment 2 – Topographical Maps of Indiana. 39
History Through Picture Books and Photographs 41
Journey on the Underground Railroad 47
Levi Coffin on Trial 50
Making the Connection with Quilts 56
People and Places in Indiana's Underground Railroad 62
Scrapbook of Freedom 71
Signs in the Stitching 76
Silent Signals 87
Simulated Underground Railroad Experience (Culminating activity of a 3 week unit) Part A 92
Simulated Underground Railroad Experience (Culminating activity of a 3 week unit) Part B. 97
Spirituals 101
Attachment 1 – Map of the Major Trails to Freedom 106
Attachment 2 – Outline Map of Indiana 107
Attachment 3 - Map of Underground Railroad Routes in Indiana . . 108
That's Not Fair!! Human Rights Violations During the 1800s 109
Attachment 1 – Outline Map of Indiana 115
Attachment 2 - Map of Underground Railroad Routes in Indiana . . 116

The 2001 Exploring and Teaching Institute series led twenty-three educators from around the state on a grand six-day traveling adventure. Participants explored art, literature/folklore, historical sites and archives, physical environments, architecture, economics, politics, and cultures associated with the Underground Railroad and Indiana. The structure of the institute allowed participants to work closely with site interpreters, archivists, researchers, and other specialists, as well as staff specifically chosen to bring skills, knowledge, and experience necessary to ensure a successful experience. The institute traveled from Kentucky to various sites in Indiana, Michigan, and Ontario. Each participant created thematic lesson materials related to Indiana and national social studies and history standards.

The Civil War: Through the Eyes of Hoosier Women— Sarah Bush Johnson Lincoln

Claudia Crump
7/24/01
Indiana University Southeast
New Albany, IN

Topic (Overall theme): "Through the Eyes of Hoosier Women" highlights one person—a woman—and her life as she sees it paralleling major events, places and people leading up to and during the Civil War. The introductory strategies—walking timeline and first-person presentation--initiate a research and creative study that can focus on other women (and men) and their roles, influences, challenges and accomplishments related to any major historical event, whether local or global.

Classroom sessions or estimated time: The lesson, designed for two or more sessions, sets the stage for further research into roles of women during the Civil War period by demonstrating with a first- person presentation (Script) and providing a guide sheet (Bio-Data Sheet). Further sessions may lead students to research and interpret by "seeing through the eyes" of selected persons. (See Attachment for a list of Hoosier women who lived at the time of the Civil War.)

Grade Level(s): 4th grade (adaptable for upper grades)

Purpose: To introduce students to the personalized views, roles, responsibilities, challenges and influences of Hoosier women (and men) representing different locations, lifestyles and perspectives related to the Civil War; To reinforce research, mapping, chronology and higher order thinking skills (interpretation, creativity, investigative research), as well as reading, writing, speaking, math and the arts skills.

Geography Standards Addressed:

Spatial Terms—2-Use mental maps to organize information about people, places and locations when researching data for first person presentations;
Places and Regions—4-Identify physical and human characteristics of places; 6-Relate influences of culture and experiences on people's perceptions, particularly those of and about women;
Human Systems—9-Understand how forces of cooperation and control influence people;

Uses of Geography—17-Apply geography to interpreting past as it influenced roles of women in the Civil War period and since.

Indiana Social Studies Academic Standards addressed:

Apply each of the following as related to women's roles prior to, during and following the Civil War:

4.1.12-Identify roles of individuals, groups and movements in social conflicts;
4.1.13-Assess the participation of Indiana citizens;
4.1.16-Research social and political movements and roles;
4.1.23-Develop and interpret timelines depicting people, events and movements;
4.1.25-Identify causes of problems and challenges confronting people and evaluate solutions from a past and present perspective;
4.5.8-Identify contributions and challenges of various cultures, racial and religious groups, as well as individuals.

Objectives:

- To put women in "history" by raising awareness levels about individual and group roles of women during the Civil War and later (history)
- To understand and analyze changes and interactions of Hoosier women in major social and work roles during the Civil War period (geography)(economics);
- To recognize and compare the contributions of both women on the home and war fronts (sociology, political science);
- To extrapolate from roles and influences of women during the war and trace the impact on future rights and roles (citizenship).

Teacher Background Materials: Major background sources for this plan, script and timeline are drawn from a variety of primary sources (documents, diaries, autobiographies, photos, speeches) and secondary sources (biographies, news clippings and journals, encyclopedias, and websites). Specific ones are A timeline also introduces major events leading up to, during and following the Civil War (See Attachment for list from which to select appropriate Dates and Events for class.) A thumbnail sketch of Hoosier women provides leads to persons from varying locations throughout the state. (See Attachment of Hoosier Women.)

Purpose of Materials:

- **Walking Timeline** (constructed on file folders with a series of sheets listing significant dates and events, each attached horizontally to both sides to allow the folder to stand in tent fashion, to be viewed from a distance and from any angle, and to be flexibly selected and arranged

chronologically as needed to focus on varying topics (See Attachment for making timeline.)

- **First Person Script** of Sarah Bush Johnston Lincoln (Abe Lincoln's stepmother) speaking to Dennis Hanks (Abe's cousin) and the class (See attachment for Script)
- **Chart Paper and Markers** for brainstorming and recording facts and impressions (Who? What? When? Where? How? Why?) from the presentation and timeline walk
- **Bio-Data Sheet** corresponding to above chart for cooperative group research and future presentations (See attachment of Bio-Data Sheet)
- **Progress Line** (optional) for group assessment listing major responsibilities: (1) Group tasks assigned; (2) Research started; (3) Research finished; (4) Data organized into script; (5) Presentation rehearsed; and (6) Presentation ready; and
- **Cards** identifying each group for moving along the line to mark progress and evaluate group cooperation.

Procedures: The lesson plan assumes that the students have some knowledge of the Civil War and the life of Abraham Lincoln. Each step in the procedures guides students through a process leading to Big IDEAs at the end of the lesson(s). The IDEAS match with the standards and driving questions listed for the lesson.

Introduction/Inquiry: Introduce the lesson by having students assume the role of a person living between (1788-1869) by walking along a file folder timeline arranged chronologically across the floor. Gather students into small groups to discuss what happened, who made it happen, when it happened, where it happened, how it happened and why it happened. As they are discussing, a person made up as an elderly woman enters the room and . . .

Development #1: Without any introduction, the lady (in white cap and carrying a black shawl) seats herself as a knock is heard. She begins a first-person presentation reviewing through her own eyes her life leading up to and through the Civil War (See attachment for script). The script is embedded with facts about the roles, rights and influences of women during her lifetime.

Development #2: Following the presentation, students interview the presenter (Sarah Bush Lincoln) who remains in role throughout. If students ask a question that she could not have answered during her lifetime ( ), she acts confused and says she does not know. The teacher records the question for further research.

Extension #1: The teacher then leads a brainstorming session by recording on a large chart students' responses to questions about what

they learned from the presentation and what they already know about Civil War events and people: Who was the person or group? What was the person(s) like? What happened? When did it happen and where? How was it important?

Extension #2: Students select from the brainstorm chart, the list of Hoosier women or other sources a person (Aunt Katie Coffin) or group (escaping slaves, conductors on the Underground Railroad) living during the Civil War period to research and present through their choice of a single or group first-person format, etc). Students organize by groups or individually to research their person(s) and prepare a presentation with simple props and costumes.

Assessment: The assessment begins early and continues throughout with each group posting their progress on the progress line at designated times; as the teacher poses driving questions for discussion based on standards given above as a review and guide to more research; when classmates pose as critics to assess first-person presentations with criteria and rubrics cooperatively identified by the class early in the process.

Subjects: Students may enhance their presentations with original documents (primary resources), maps, music, photos, original drawings and transparencies, taped interviews, video clips, and other audio-visual aids, as well as captioned artifact displays (costumes, weapons, tools).

Teaching Strategies:

Strategies used in the lesson(s) and in lessons to follow are:

- Focused listening for details and perceptions
- Planning and script-writing for first-person presentations
- Walking (Human) timelines for the period
- Mind mapping
- Role playing
- Questioning
- Interviewing
- Cooperative planning
- Researching primary, secondary and technology
- Group assessing with rubrics
- Conducting first-person presentations

Assessments (key questions to simulate critical thinking): Driving questions to guide students in research and to be used as continuing assessments:

- Who? Who (women, men, groups) played influential roles during the Civil War?
- What? What roles did they play? What contributions did they make? What did they wish most to accomplish? What made them unique?
- How? How did they accomplish their purposes?
- When? When were they most influential? How was the sequence important to what happened later?
- Why? Why do we remember them today?

Adaptations and/or Extensions:

1. Select specific women's rights (voting, property) to be researched by making timelines and/or first person presentations. Use a variety of resources—web, print, primary documents, interviews, etc.

2. Use the same procedures to research special events, groups and individuals—minorities, Underground Railroad conductors, suffragists, Ku Klux Klan, Quakers).

3. Write appropriate poems and slogans for different women and rights advocate groups.

4. To reinforce names, accomplishments and connections, ask students to greet each other in the role of given persons using thumbnail biographies and the timeline.

5. Continue using folder timelines throughout the year by adding events and dates for making connections and reinforcing time and place events.

ATTACHMENT **Script for "Civil War: Through the Eyes of Hoosier Women" - Sarah Bush Johnston Lincoln***

Cast: Sarah Bush Johnston Lincoln enters, wearing a simple white cap; she sits and spreads a black shawl over her lap. A picture of Abe Lincoln hangs on the wall. Dennis Hanks, a man wearing a wide brimmed hat, enters after knocking. (Note: Props and costumes in first persons are often kept very simple to maintain the focus on the BIG IDEAS presented rather than what one is wearing and handling. Also, a few colloquialisms have been inserted to maintain a semblance of pioneer speech but not so many to be distracting from the ideas being presented.)

Sarah: Come in, friend. The latchstring is out.

Dennis: (Enters, immediately kneels before Aunt Sarah and takes her hands in his.) Aunt Sairy, Abe's dead.

Sarah: (Slowly she pulls the shawl over her hunched shoulders.) Yes, I know, Denny, I knowed they'd kill him. I bin awaitin' fer it.

Dennis: Aunt Sairy, I just heard the news by telegraph an hour ago and came a-hurrin' out here. How did you know?

Sarah: Denny, you must understand that Abe's mind and mine, what little I had, always seemed to run together, move in the same channel. Even though I was only his stepmother, we always thought alike and knew what each other was thinking. Here, sit a spell and let me remember happier times, along with this saddest day of my life.

(Dennis takes a front row sheet with audience.)

Sarah: I was born Sarah Bush in backwoods Kentucky. In 1806, when just eighteen, I married Daniel Johnston. In them days girls had no opportunities for schooling. I never learnt to read or write my name. This is why I believe education is so important.

Sarah: My husband was called "a ne'er do well" by neighbors, and I guess he was. He died in 1816 and left me a widow with three children and debts. In that same year—1816—a neighbor family –Tom Lincoln, Nancy Hanks Lincoln and their two small children, Sarah and little Abe—moved away for a home in the brand new state of Indiana. Almost to the day, three years later, Thomas returned and asked me to marry him. Nancy and many others had died one year earlier of milk sickness caused by cows eating milkweed, and Thomas, Sarah and little Abe were terrible lonely in their frontier home without a mother.

Sarah: At first I refused, saying that I had debts. But Thomas was a good man. He paid my debts, and we were off in a covered wagon with a few belongings and my three children. To this day, I remember arriving with my new husband and my family to find a small cabin with dirt floor and leaky roof. The most shocking sight was the children who had to be scrubbed 'fore they looked human. I quickly set about making the cabin tolerable comfortable for Thomas, our five children and you, Dennis.

Sarah: The girls and I cooked, cleaned, sewed, wove cloth and made all our clothing. I persuaded Thomas to clear more land for planting vegetables and corn, to put in wooden planks over the dirt floor and to fix the leaky roof so snow wouldn't drift in on you boys sleeping in the loft. Some of our neighbors in Kentucky had slaves to do such tasks, but Indiana was called a free state where it was against the law to own slaves. Besides, Thomas was very much agin' slavery, and we were too poor to own slaves; nor did we need them so much on a woodsy farm and five children to help with the chores.

Sarah: Abe once told me that one of his first memories, when he still lived in Kentucky, was seeing slaves being beaten by their masters and finding others hiding in the woods near the Lincoln cabin. Later he took a job on a raft going to New Orleans and saw fathers, mothers and children being auctioned separately. This hurt him deeply, and he never forgot.

Sarah: But the thing I remember most about Abe was how much he wanted to be educated. I couldn't teach him, but I did bring three books--*Webster's Speller, Robinson Crusoe* and *Arabian Night*--with me from Kentucky. I think I helped most by persuading Tom that it was more important for Abe to go to school than to split rails and plow corn.

Sarah: Abe became quite a student and speaker. He would stand on a tree stump and pretend to be a politician or a minister. As you know, he used these skills to become a very persuasive speaker in running for political office in Illinois, and all the way to becoming the 16th President of the United States in 1861, just before the start of the Civil War. You know, as much as I loved and respected Abe, I did not vote for him. No woman voted for him. To this day, women—white and black--still cannot vote. Now I will never be able to vote for Abe Lincoln.

Sarah: Long before the Lincolns moved into the White House in Washington, I was living in Illinois. Tom had passed on, so I was again a widow. During the war, I joined other women throughout the northern states by sewing uniforms, knitting gloves and weaving blankets, growing food and wrapping bandages to be sent to the South where many of our men and boys were fighting. President Lincoln issued call after call for soldiers and supplies, and I heared that Indiana sent more soldiers to fight than any other state.

Sarah: Some women actually went to the warfront to nurse where they were badly needed to treat wounds and disease. More soldiers died of disease—measles, smallpox, flu and such—than gunfire. Some women disguised themselves as men to fight, but most stayed on the homefront to nurse in hospitals where wounded soldiers were returned by train, to do their regular duties and sometimes to work in fields or factories to take men's places. This was a time when some more educated women filled political jobs even though they could not hold public office by law. I often wonder when women will be given rights that make them equal to men. Many women are saying that they have proved themselves well able to take on men's roles.

Sarah: After Abe moved to Washington, he still traveled out here to visit me. A few days before he went East to be inaugurated as President of the United States, he made the trip. He brought me a black wool dress and this woolen shawl. Abe took me in his arms and called me "Mother." I cried and told him, "I will never see you again." I knowed they'd kill him. I bin awaitin' fir it ever since.

Printed Sources for Script Backgrounds: The following have been chosen as examples of a variety of sources and levels that can be useful in preparing first-person presentations.

Boomhower, Ray E. *But I Do Clamor: May Wright Sewall, A Life 1844-1920.* Zionsville, Indiana: Guild Press of Indiana, Inc., 2001, is the story of a remarkable leader for women's rights in her state and around the world. (Teacher/Advanced Student)

Erbsen, Wayne. *Rousing Songs and Tru Tales of the Civil War.* Asheville, North Carolina: Native Ground Music, Inc., 1999, is a "must have" collection of Civil War songs, stories and slang to enrich first-person presentations. (Student)

Ferris, Jeri. *Walking the Road to Freedom: A story about Sojurner Truth.* Minneapolis, Minnesota: Carolrhoda Books, Inc., 1988, tells the story of a slave who met insurmountable challenges to help her people. (Student)

Erdosh, George. *Food and Recipes of the Civil War: Cooking throughout American History.* New York: The Rosen Publishing Group's PowerKids Press, 1997, gives background, recipes, glossary and colorful illustrations for cooking in both North and South . (Student)

Howell, Donna Wyant (ed.). *I was a Slave: Book 3: The Lives of Slave Women.* Washington, DC: American Legacy Books, 1999, gives tru left stories dictated by former American slaves in the 1930s. (Student)

Kunhardt, Dorothy Meserve, and Philip B. Kunhardt, Jr. *Twenty Days.* New York: Harper & Row, Publishers, Incorporated, 1965 describes with timelines and narratives the last twenty days of Lincoln's life, including a brief look at Sarah Bush Lincoln at the time of his death. (Teacher/Student)

Neely, Mark E., Jr. *The Abraham Lincoln Encyclopedia.* New York: McGraw Hill, 1984 provides brief biographies of people in Abe's life. (Teacher/Student)

Rappaport, Doreen. *Freedom River*. New York: Hyperion Books for Children, 2000, in color and simple script, gives the story of John Parker, an ex-slave who bought his own freedom and helped other slaves escape across the Ohio River. (Student)

Rodgers, Thomas E. "Hoosier Women and the Civil War Home Front." *Indiana Magazine of History* 42 (June 2001):105-128 reviews the roles of women at home with focus on party alliance. (Teacher)

Sieber, Ellen, and Cheryl Ann Munson. *Looking at History: Indiana's Hoosier National Forest Region, 1600 to 1950*.Washington, D.C.: U.S. Department of Agriculture, Forest Service and Bloomington, Indiana: Indiana University Press, 1992 explores lives and material culture of south central Indiana history, including descriptions of African American communities. (Teacher/Advanced Student)

Thomas, Velma Maia. *Freedom's Children: The Journey from Emancipation into the Twentieth Century*, New York: Crown Publishers, Inc., 2000, is a three-dimensional interactive book featuring historical photographs and removable documents.

Wisehart, Randall. *Luke's Summer Secret*. Richmond, Indiana: Friends United Press, 1991, a story of a boy caught in the Underground Railroad events in Fountain City and Cincinnati, is an example of how a first-person presentation might be framed. (Student)

*Additional first-person scripts are available by contacting Claudia Crump, 309 Whippoorwill Hts., New Albany, IN 47150. Titles are "Aunt Katie Coffin at Home," "Sarah Tittle Bolton, Indiana's Pioneer Poet Laureate," "Daisy Douglass Barr of Klan Fame," "Rhoda Coffin on the Road," "May Wright Sewall and 50 Clubs," and many others.

Attachment **BIO-DATA SHEET for _____**

A Guide Sheet for Researching Hoosier Women

Use the following form to assist in mind-mapping data about the person you are researching.

Who? Who was she? Who was most important in her life? What traits made her who she was (special and unique)? Your questions:	**When?** When did she live? When did important events happen in her life? Your questions:
Where? Where did she live? How did where she lived influence her roles, thinking and accomplishments? Your questions:	**What?** What were her strongest beliefs? What important roles did she play in others' lives? What were her greatest challenges? What were her greatest accomplishments? Your questions:
How? How did she fulfill her goals? How may her achievements help others in the future? Your questions:	**Why?** Why do we remember her today? Your questions:
Sources: Where did you locate information?	**Quotes/Facts:** What quotes and additional facts do you need for the report?

ATTACHMENT Thumbnail Sketches of Women of the Civil War Era (Focus on Hoosier Women)

Instructions to Teachers: This list includes a few notable women among hundreds of others who lived throughout Indiana during the Civil War Era. The list is included to provide incentives for students to research other women, especially local ones, through the Indiana Rooms at the Library, websites and by interviewing who know other women of achievement.

BARTON, Clara (1821-1912) assisted on the battlefield and founded the American Red Cross in 1881 (not a Hoosier).

BEECHER, Eunice (1812-1897) was an activist and writer from Lawrenceberg and Indianapolis and the wife of Henry Ward Beecher.

BLAKER, Eliza (1854-1926) was an educator in Indianapolis who established and became the president of Teacher's College of Indianapolis (Butler); she lobbied for taxes to support public kindergartens.

BOLTON, Sarah Tittle (1813-1893), from Madison and Indianapolis, was an activist for women's rights and a poet recognized as the Pioneer Poet Laureate of Indiana.

BONDY, Jane (1810-1877) was known as Ozashinquah, a Native American of the Miami tribe and daughter of Frances Slocum.

BRADLEY, Lydia Moss (1816-1908) was a business woman, philanthropist and educator from Vevay.

CARLETON, Emma (1850-1924) was a business woman and writer who authored books on antiques.

CHASE, Rhoda Castle (1833-1893) was a Civil War nurse who became blinded by small pox. She lived in Muncie, Mishawaka, LaPorte, Wabash, Danville and Indianapolis; was the wife of the 21st governor of Indiana and raised five children whom she never saw.

COFFIN, Katie (1803-1881) was a Quaker activist from Fountain City (Newport), known as the Conductor of the Underground Railroad, who was responsible for the freedom of thousands of slaves.

COFFIN, Rhoda (1826-1905) was a Quaker minister, prison reformer for women and world missionary from Richmond.

COLFAX, Harriet (1825-1905) was a lighthouse keeper in Michigan City who was appointed by President Lincoln and was credited for saving lives and ships on stormy Lake Michigan. She is honored in the Old Lighthouse Museum.

DYE, Charity (1849-1921) was an educator and author from Indianapolis who wrote *Torch Bearers of Indiana*, an early tribute to Indiana women of achievement.

FINLEY, Martha 1828-1909) was a writer of children's books from Indianapolis.

GARR, Julia Meek (1859) was a civic leader and founder of the Fort Wayne Historical Museum.

GEORGE, Eliza (1808-1865), a Civil War nurse from Fort Wayne, died of typhoid while serving with Indiana soldiers in the South.

GOLDEN, Bella (1842-1919), an actress from New Harmony and Newcastle, traveled to give plays in thirteen states.

GOODWIN, Frances (1855-1929), a sculptor from Henry County, had works displayed in the Indiana Statehouse, US Capitol and Henry County Historical Society Museum.

HOWE, Julia Howe Ward ( ) edited an abolitionist magazine and wrote a poem that was sung as the "Battle Hymn of the Republic (not a Hoosier).

KETCHAN, Susan (1841-1930) was an artist known for her paintings from Indianapolis.

KROUT, Caroline Virginia (1852-1931) was a novelist from Crawsfordsville.

LARRABEE, Harriett Dun (1851-1932) was an educator from Greencastle who founded a women's school.

PORTER, Gene Straton (1863-1924), one of Indiana's most famous authors and environmentalist; she wrote many classics based on nature and family and was a self-taught photographer.

RABB, Kate Milner (1866-1937) was a journalist from Rockport.

RUNCIE, Constance Owen Fauntleroy (1836-19ll) was an activist of the famous Owen family of New Harmony.

SAY, Lucy Sistane (1801-1886), an artist and educator from New Harmony, taught drawing and watercolor.

SEWALL, May Wright (1844-1920) was an educator, activist and peace worker from Franklin and Indianapolis; she was the founder of a girls' classical school and instrumental in winning women's right to vote, as well as an organizer of fifty women's clubs around the world.

STREIGHT, Lovina (1830-1910) was a Civil War activist from Irvington and Indianapolis; she followed her husband's regiment South and became known as the "Mother of 5000 Soldiers"; her portrait hangs in the Statehouse.

THOMAS, Mary, M.D. (1816-1888) was a medical doctor, suffragist and Civil War nurse; she was one of the first female medical doctors.

TUBMAN, Harriet (circa 1820-1913), born a slave herself, helped many slaves to freedom.

WALLACE, Susan (1830-1907) was an author, poet, religious writer and philanthropist from Indianapolis.

WALLACE, Zerelda Sanders (1817-1901) was an activist and lecturer on temperance and suffrage; she was the wife of Governor David Wallace and stepmother of Lew Wallace.

WILSON, Jennie (1856-1913) was a music composer of hymns from South Whitley.

WOODWARD, Etter (1844-1924) was a tent revivalist from Indianapolis.

WRIGHT, Mary (1793-1875) was a musician who cloisteed herself in a cabin in Vevay and is featured in the local museum.

Attachment - **Sources for Biographies of Women (and Others) from the Civil War Era**

Places and People:

Local Libraries—Indiana Room, clipping files, vertical files
Local and State Historical Museums, Societies and Bureaus
Local historians and senior citizens
Printed Resources: (small sampling of readily available materials)

Bains, Rae, *Harriet Tubman: The Road to Freedom.* (Location unknown): Troll Associates, 1982, tells the moving story of a slave who escaped and then returned to guide many others. (Student)

Coffin, Levi. *Reminiscences of Levi Coffin.* New York: Arno Press, 1968, offers personalized perspectives of people, Quakers and free and escaping slaves, on the route to freedom. (Teacher/Advanced Student)

Parker, John P. *His Promised Land: The Autobiography of John P. Parker, Former Slave and Conductor on the Underground Railroad.* New York: W.W. Norton & Company, 1996, is a moving story of a determined free man in helping fugitives across the Ohio River into Indiana. (Student)

Reit, Seymour. *Behind Rebel Lines: The Incredible Story of Emma Edmonds, Civil War Spy.* Harcourt, 1988, relates the adventures of one woman who lived a soldier's life until discovered. (Teacher/Student)

Winter, Jeanette. *Follow the Drinking Gourd.* New York: Alfred A. Knopf, 1988, is a beautifully illustrated book about slaves and their travels led by the North Star. (Student)

Yellin, Jean Fagan, and John C. Van Horn, *The Abolitionist Sisterhood: Women's Political Culture in Antebellum America.* Ithaca, New York: Cornell University Press, 1994, provides background on movements and women meeting the challenges of public life in a men's world. (Teacher)

ATTACHMENT - Timeline of Hoosier Women and Events of the Civil War Era

Instructions to the Teacher: Select the dates and events that are appropriate for your lesson(s). Type, enlarge and duplicate (2 copies) each on 8 x 11" sheets. Attach to both sides of a file folder (tent-fashion) for a stand-up walking timeline. Students can manipulate folders chronologically (allowing appropriate space for time span between dates) and according to connections of people, places and events. They can add folders as the study progresses.

1787	Northwest Ordinance bans slavery in Northwest Territory (of which Indiana is a part).
1816	Indiana becomes the 19th state admitted to the Union.
1816	The Lincoln family moves from Knob Creek Farm in Kentucky to Indiana.
1830	Levi and Katharine Coffin leave North Carolina to settle in Indiana and continue
1831	abolitionist activities.
1820-21	Missouri Compromise establishes line between the free and slave territories.
1849	Harriet Tubman escapes from Maryland.
1850	Fugitive Slave Act of 1850 allows slave owners to pursue and reclaim slaves in any State.
1851	Indiana's Second Constitution is adopted.
1852	Harriet Beecher Stowe publishes *Uncle Tom's Cabin*.
1860—Nov.	Abraham Lincoln wins the U.S. Presidential election.
1861—April	Civil War begins as Confederates attach Fort Sumter.
1863-1864	Lincoln issues the Emancipation Proclamation making all persons held as slaves within any state forever free.
1865—Jan 1	The Emancipation Proclamation makes abolition of slavery a goal of the Civil War.
1865-Apr 11	The North celebrates victory; Abe Lincoln gives his last public address; he declares that African American men should be given the right to vote in Louisiana.
1865-Apr 14	At 10:30 PM, Booth shoots President Lincoln in his box at Ford Theater.
1865-Apr 15	At 7:22 AM, Abraham Lincoln dies and a nation mourns.
1865-Dec18	The Thirteenth Amendment is ratified, permanently abolishing slavery in the US.
1870	Black males are given the right to vote by ratification of the 15th Amendment.
1873	Hoosier women are given the right to hold effected office.
1879	Married women can control their own personal property.

1920 Women are given the right to vote by ratification of the 19th Amendment.

Sources used for Timeline:

Printed Sources:

Denman, Cherry. *The History Puzzle: An Interactive Visual Timeline.* Atlanta, Georgia: Turner Publishing, Inc., 1995. Presents in pictorial format an interactive timeline from 4.6 billion years ago to 1995.

Hansen, Ellen (ed.), *Perspectives on History Series: The Underground Railroad—Life on the Road to Freedom,*Carlisle, Massachusetts: Discovery Enterprises, Ltd., (no date given), gives a concise survey of topics from timelines to spirituals. (Student)

"Now He Belongs to the Ages: The ASSASSINATION OF ABRAHAM LINCOLN." Fort Wayne, Indiana: Exhibition at the Lincoln Museum (April 2001-January 2002) depicts in quotations and visuals a timeline of events leading up to and following Lincoln's assassination.

Sands, Stela (ed.). *Kids Discover:Civil War.* New York, New York: Kids Discover (journal) gives comparative studies of the North and South and timeslines in cartoon fashion.

Thornbrough, Emma Lou. *Indiana in the Civil War Era, 1850-1880.* Indianapolis, Indiana: Indiana Historical Society, 1989 provides reliable information for teacher reference.

*Underground Railroad..*Division of Publications of National Park Service. Washington, D.C.: U.S. Department of the Interior, 1999 provides a concise narrative, photos and documents for the teacher and advanced students.

Internet Sites:

Indiana Historical Society: http://www.ihb.statelibrary.in.us
Indiana Historical Society: http//www1.indianahistory.org/ihs1830
Indiana State Library: http://www.statelibrary.lib.in.us
National Parks Service: http://www.nps.gov/undergroundrr/ for information on the Underground Railroad Project and related documents and maps

Creating an Abolitionist Newspaper

Mary Groesch
July 24, 2001
Greeley School
Winnetka, IL 60093

Topic (Overall theme): The students will learn about the Underground Railroad, famous people of that time, and the Abolitionist Movement in an effort to understand what life was like during this period of time in our history.

Classroom sessions or estimated time: 7-10 sessions

Grade Level(s): 4

Purpose: Students will develop a greater understanding of the lives of slaves and their quest for freedom. Students will develop an understanding of the people who fought against slavery and the efforts that were made by them to create a better life for all people in the US. Students will enhance their research skills using both the internet and text sources. Students will create a newspaper with information about life during this time.

Geography Standards Addressed:

1. Use of maps to acquire, process, and report information.
4. Physical and human characteristics of places.
6. How culture and experience influence people's perceptions.
9. Characteristics and migration of human populations.
12. Human settlement: processes, patterns, and functions.
13. How cooperation and conflict among people influence control and division of land.
17. How to apply geography to interpret the past.

Indiana Social Studies Academic Standards addressed:

4.1.12 Roles of individuals, groups and movements in the social conflicts leading to the Civil War.
4.1.25 Identify the causes of problems and challenges that have confronted people during various periods of Indiana history.
4.1.26 Generate questions and answers about people, places, and events using primary and secondary information.
4.5.1 Identify ways that social groups influence individual behavior and responsibilities.
4.5.8 Identify the contributions and challenges experienced by different groups through reading biographies, historical accounts and stories.

Objectives: Students will learn how to use the Internet and will visit several sites. They will learn to take notes from online and off-line sources. Also, they will learn how to write different parts of a newspaper (feature story, news story, editorials etc.) and will share what they have learned through their writing.

Teacher Background Materials:

Resources critical for the project:

Appleworks newspaper program.*
Barefoot, Escape on the Underground Railroad by Pamela Duncan Edwards.*
Brady by Jean Fritz.
Bright Freedom's Song, A Story of the Underground Railroad by Gloria Houston.
Escape From Slavery by Doreen Rappaport.*
Exploring a Common Past (Researchng and Interpreting the Underground Railroad) by National Park Service, Department of the Interior (www.cr.nps.gov/history).
Freedom's Children (The passage from Emancipation to the Great Migration) by Velma Maia Thomas.*
Freedom River by Doreen Rappaport.*
Groliers Multimedia Online Encyclopedia.*
Inspiration computer program.
Kidsclick.com*
Lest We Forget (The Passage from Africa to Slavery to Emancipation) by Velma Maia Thomas.*
Luke's Summer Secret by Randall Wisehart.
Many Thousand Gone by Virginia Hamilton.*
Music of the Underground Railroad, Ascension Productions, 1988. Available from World Music Press.
National Geographic site – www.nationalgeographic.com/features/99/railroad/jl.html This site has a tour called "You are a Slave" and has suggestions for teaching a unit and other activities.)*
National Underground Railroad Freedom Center at www.undergroundrailroad.org
Nightjohn by Gary Paulson.
Only Passing Through, The Story of Sojourner Truth by Anne Rockwell.*
Picture Books by Jacob Lawrence.*
Remembering Slavery, African Americans Talk About Their Personal Exeriences of Slavery and Emancipation edited by Ira Ira Berlin, Marc Favreau and Steven F. Miller (published by the library of Congress.
Runaway to Freedom, The Story of the Underground Railroad by Barbara Smucker.

Stories for Jason (Tales of the Underground Railroad) by Mary Leonhard Cromer.
The New Book of Knowledge Encyclopedia Online
http://education.ucdavis.edu/new/stc/lesson/socstud/railroad/FranBio.htm*
The Ring of Genealogy complied and edited by Barbara K. Hughes Smith and Robert Hughes Wright (The Charles H. Wright Museum of American American History).
The Underground Railroad by R. Conrad Stein.
The Writing Corner by Arnold B. Cheyney.*
Soul on Rice, African Influences on American Cooking by Patricia B. Mitchell.

Purpose of Materials: The materials will give the students background knowledge of the Underground Railroad and will help them to create an Abolitionist newspaper.

Procedures: This project is one of the culminating activities for a study of the Underground Railroad. During the course of the unit they will be involved in a number of activities. Before beginning the newspaper, students will have learned about how the slaves came from West Africa. They will read many picture books and see videos as they learn about life on a plantation. As they learn about the geography of the regions and the secret code of symbols used for escape, students will create quilts in small groups depicting the physical and cultural geography. As they learn about different points-of-view, students will do journal entries, participate in a reader's theater production, and do role playing. They will also experience a simulation of being slaves trying to escape to Canada. Finally, students will learn about the contributions African Americans have made to our culture.

The Abolitionist Newspaper:

1. Introduce the idea of creating a newspaper. Provide students will copies of newspapers and brainstorm the different parts.

2. Discuss the overall purposes of a newspaper: to inform, to entertain, to interpret, and to serve.

3. The class will learn how to write news stories, feature stories, and other articles that fit into the information category. Models and organizers can be made using the chapter "Creating a Classroom Newspaper" from Arnold B. Cheyney's The Writing Corner.

4. Children should go to the National Geographic site http://www.nationalgeographic.com and follow the "You are a Slave" tour. This can be done as a whole class activity. Once

completed, discuss what was learned and what might be learned through further research.

5. Suggest a number of topics to the children for research such as The Underground Railroad; The Abolitionist Movement; and famous people like Harriet Tubman, Sojourner Truth, Frederick Douglass, Levi Coffin; the routes of the Underground Railroad; and the Drinking Gourd. Children can work in groups of two or three to research their chosen topic.

6. Children use the Internet and various text sources including encyclopedias and books to research their topic. Worksheets with guidelines for research will be provided by the teacher to focus the children's note taking.

7. Divide the children into small groups so that they can read a short story about a specific account a slave trying to get to freedom. Escape to Freedom by Doreen Rappaport is an excellent resource.

8. After they have read their story, they will plan and present a drama of their story with a class discussion to follow.

9. These small groups will then write a news story based upon their short story.

10. Once the children have completed their research and have written their group news story, they should decide on another type of article that they are going to write: feature story, opinions, interviews, or people in the news.

11. They children will then write their piece on the computer and save it so that it can be entered into the newspaper.

12. The students will then decide if they would like to add a picture to their articles. They may either draw the picture using a drawing program such as Appleworks drawing or Kidpix or they may capture a picture from the Internet and transfer it to their articles.

13. Students may decide to dress as people and then their pictures can be taken by a digital camera and then scanned in to the computer. Hand drawn maps can also be included in their way.

14. Students may also want to draw cartoons once their required work is complete.

15. The children will then share their articles with their class once the newspaper has been published.

Teaching Strategies:

1. Group discussion
2. Brainstorming
3. Reading in small groups
4. Drama
5. Internet research
6. Research using printed resources
7. Writing using different formats
8. Cooperative grouping

Assessments (key questions to simulate critical thinking):

1. Evaluate whether the students have accurate research through discussion and checking their organizers.

2. Evaluate whether student articles followed the correct format for each the different types of articles.

3. As students dramatize their stories, check to see if they have included the key elements of the plot and convey the feelings and experiences of the main characters in the story.

4. Teacher will make observations of how engaged and on task the students are during the project.

5. Students fill out a self evaluation and use a teacher rubric for criteria.

Adaptations and/or Extensions:

1. Write poetry based upon their unit experience. The poetry may even be included in the newspaper. Also, illustrations for the poetry could be done in art.

2. Create a power point presentation based upon an aspect of the study.

3. Have students participate in a mock trial of an abolitionist (Levi Coffin could be an example). Several students could act as reporters who write from different points-of-view (pro and con) about the trial.

4. Have a class debate about the issue of slavery.

5. Pose a problem and have the students use the future problem solving strategy to generate a solution. Compare the different solutions.

6. Have students create individual or group games about a slave trying the get to freedom.

7. Students can write songs or raps about the Underground Railroad.

Heroes and Heroines of the Underground Railroad System (UGRR)

Sally Simpson
7/24/02
Tri-State University/ Department of Education
Angola, IN 46703

Topic (Overall theme): Heroes/Heroines

Classroom sessions or estimated time: One to two 45 minute sessions

Grade Level(s): Fourth Grade (Indiana history) supplemental lesson to the adopted textbook.

Purpose: The purpose of this lesson is to identify character traits representative of heroes and heroines in relation to the operation of the Underground Railroad.Two known UGRR leaders, Harriet Tubman and Levi Coffin, will be presented as examples of heroes and heroines during the time period of the operation of the UGRR.

Geography Standards Addressed: 1,2,3.4.9,13,14,15,17

Indiana Social Studies Academic Standards addressed:

4.1.114.5.8
4.1.12
4.1.25
4.2.10
4.3.14
4.5.5

Objectives:

- Create a list of heroes/heroines from American history
- Create a semantic web that identifies the character traits of heroes/heroines
- Identify and locate the major trails to freedom followed by slaves in their migratory movements
- Listen to and participate in a choral reading of the poem, "Harriet Tubman" by Eloise Greenfield.

- Develop background knowledge of the work of Levi Coffin as a major leader in the UGRR from Indiana
- Choose one leader, either Tubman or Coffin, and write a persuasive summary paragraph that explains why the leader displays the character traits of a hero/heroine in the UGRR

Teacher Background Materials:

Materials required for lesson delivery:

1. Map (overhead) of major "trails" to freedom followed by slaves

2. Handouts of poem, "Harriet Tubman" (see attached)

3. Background materials related to Levi Coffin
   http://www.waynet.org/nonprofit/coffin.htm
   http://www.indianahistory.org/heritage/levic.html

4. Blank overhead

Teacher Resources:

Aboard the Underground Railroad: A National Register of Historic Places Travel Itinerary introduces travelers, researchers, historians, preservationists, and anyone interested in African American history to the fascinating people and places associated with the Underground Railroad. The itinerary currently provides descriptions and photographs on 50 historic places that are listed in the National Park Service's National Register of Historic Places, America's official list of most common directions of escape taken on the Underground Railroad and maps of individual states that mark the location of the historic properties. http://www.cr.nps.gov/nr/travel/underground/

Bial, Jonathan. The Underground Railroad. Boston: Houghton-Mifflin. 1995 An engaging exploration of the Underground Railroad and the effect of slavery on American life, - full of photographs, newspaper clippings, and excerpts from documents.(Ages 8-12)

Colman, Penny. Spies: Women in the Civil War. Cincinnati: Betterway Books. 1992. A series of sketches on spies. The chapter on Harriet Tubman is titled, "General Tubman" and tells of her heroic deeds as a spy for the north during the Civil War.

Crawford, Mary. "Harriet Tubman and the Underground Railroad." ERIC Document ED251379.

Ferris, Jeff. Go Free or Die. Minneapolis: Carolrhoda Books, Inc. 1988.

A fictional chapter book based upon the life of Harriet Tubman. The book is written for fourth grade and above.

Franklin, John Hope. From Slavery to Freedom: A History of African Americans. Seventh Edition. New York. Knopf. 1994. This documented work details 19th century history involving African Americans.

Gorrell, Gena K. The Story of the Underground Railroad. Delacorte Press. 1997. This book has been written for ages 10 and up by a woman of Quaker descent. The book describes the history of the UGRR from the origins of slavery through the Civil War and beyond.

Hamilton, Virginia. Many Thousand Gone: African Americans From Slavery to Freedom. Knopf. 1993. This book traces the history of slavery in America. It tells the history through the voices and stories of those who lived it, - Harriet Tubman, Frederick Douglas, Sojourner Truth and others. The book is designed to be read as juvenile literature.

Harriet Tubman & The Underground Railroad – Pocantico Hills School, Sleepy Hollow NY.the second-grade students of Pocantico Hills School created this site. It is an excellent example of learning and technology, with great activities, information, and projects involved.
http://www.lhric.org/pocantico/tubman/tubman.html

Hickman, Wayne. "Freedom Train: Building an Underground Railroad." Social Education v63 1999

Kallen, Stuart A. Life on the Underground Railroad. San Diego. Lucent Books. 2000. Describes what it was like to be involved in the Underground Railroad, discussing life on the run, the lives of the trackers, conductors, and stationmasters, and the building of new lives in Canada. The book is designed as juvenile literature.

Levi Coffin House State Historic Site: An Underground Railroad Site. Lesson Plan for Grades K-12: Text and Activities.
Address: 113 US 27 North, Fountain City, IN 47341. (765) 847-2432.

McLoone, Margo. Harriet Tubman: A Photo- Illustrated Biography. Mankato, MN. 1997. A brief biography of the woman who escaped life as a slave and then rescued hundreds of other slaves as a conductor in the underground railroad.

Mosher, Kiki. Learning About Bravery from the Life of Harriet Tubman. New York. The Rosen Publishing Group, Inc. (Power Kids Press) 1996. This book demonstrates how bravery enabled Harriet Tubman, a slave, to escape to freedom, and subsequently bring more than 300 other people out of bondage.(juvenile literature)

The National Geographic Underground Railroad Site, a 1999 feature, is a wonderful interactive site. The participant is required to make choices and decisions regarding the journey out of slavery. Full of audio and video features. The site contains a map of the "trails to freedom" and a timeline. http://www.nationalgeographic.com/features/99/railroad/

In 1990 Congress directed the National Park Service to study how to best interpret and commemorate the Underground Railroad, emphasizing the approximate routes taken by slaves escaping to freedom before the Civil War. This study was completed in cooperation with an advisory committee representing experts in historic preservation, African American history, United States history, and members of the general public with special interest and experience in the Underground Railroad. http://www.nps.gov/undergroundrr/

The National Underground Railroad Freedom Center educates the public about the historic struggle to abolish human enslavement and secure freedom for all people. The Freedom Center teaches lessons of courage and cooperation from Underground Railroad history to promote collaborative learning, dialogue, and action in order to inspire today's freedom movements.

http://www.undergroundrailroad.org/index.asp

Shelton, Lois. "Indiana Underground Railroad Folklore: Western Route and Daviess County." ERIC Document ED 332899. Materials for teaching a unit about the UGRR including a glossary, maps, games and other activities. Suitable for fourth or fifth grade.

Tobin, Jacqueline L. and Raymond G. Dobard. Hidden In Plain View: A Secret Story of Quilts and the Underground Railroad. New York. Doubleday. 1999. This book is written for the adult reader and contains the story of Ozella McDaniel Williams and the involvement of her family in providing a link between slave-made quilts and the Underground Railroad.

Underground Railroad, Official National Park Handbook, No. 156, Division of Publications, National Park Service, U.S. Department of the Interior, 1998. Underground Railroad, Official Map and Guide, Division of Publications, National Park Service, U.S. Department of the Interior, 1996.

Purpose of Materials: The background information, maps, websites, examples of children's literature, poem, additional readings will provide the teacher with the necessary materials to carry out the lesson.

Procedures:

1) Using whole group instruction, ask the question, "Think for a minute and write down the name of one hero or heroine that helped to make our country what it is today."

2) Elicit names from students and write them on board or a blank overhead.

3) "Now, take a few minutes to write down why you think your individual was a hero or heroine. Use adjectives to describe the character traits.

4) Share responses as a total group. As each student responds place the key traits on a graphic organizer (semantic web).

5) Write *"underground railroad"* on the board. Initiate a discussion regarding what students already know. Utilize *"overhead of migratory movements."* website:http://www.nps.gov/boaf/urmap~1.htm(as accessed 7/26/01 at 2:58)

Background Information:

The UGRR was an informal system that existed before the Civil War to help slaves escape to the northern states, Canada, Caribbean and Mexico. People who helped the slaves provided food, clothing, and shelter for the escaping slaves. Many different routes were used.

6) Share poem "Harriet Tubman" by Eloise Greenfield with total group. (see attached) Divide the class into two groups and choral read by alternating stanzas. Identify by group discussion the traits that Harriet Tubman displayed. (i.e., - determination, courage, bravery, belief in self, willingness to help others, perseverance).Write list on board or overhead.

7) "Let's turn to another person who participated in the UGRR movement."

Background Information: website: http://www.waynet.org/nonprofit/coffin.htm(as accessed on 7/26/01 at 2:57 PM) By accessing this site you can project the picture of Levi Coffin's home with an LCD projector.

Another site: http://www.state.in.us/ism/sites/levicof... At this site you can take a virtual tour of the Coffin home in Fountain City, IN. Built in 1827 and now a National Historic Landmark, the Levi Coffin house is located in Fountain City, IN. Levi Coffin (1789-1877) was a Quaker abolitionist who operated a "station" and became known as the "president" of the UGRR. It is believed that Coffin and his wife Catherine helped more than 2,000 fugitive slaves escape to freedom, using this house as a principal depot. Slaves would cross the Ohio River, and make their way to the Coffin house and then just disappear. Coffin was a well-to-do

merchant who had moved from North Carolina due to his view that slaves should be given their freedom. It is said that Levi Coffin's first recollection of slaves was seeing them driven together chained to each other. He was only seven years old at the time. He became determined to help them go free someday. Coffin's accounts of his activities were published in an 1880 posthumous book entitled Reminiscences of Levi Coffin.

Coffin, Levi. Reminiscences of Levi Coffin, the Reported President of the Underground Railroad: Being a Brief History of the Labors of a Lifetime in Behalf of the Slave with Stories of Numerous Fugitives, Who Gained Their Freedom through His Instrumentality, and Many Other Incidents . Cincinnati: Western Tract Society, 1876. This book has recently (1991) been edited by Ben Richmond and published by Friends United Press of Richmond, IN.

See also:

Shelton, Lois G. "Indiana Underground Railroad Folklore: Western Route and Daviess County." ERIC Document ED332899.

8) Elicit in discussion from group the traits Levi Coffin might have displayed as a leader in the UGRR as both conductor and "president."Write on board.

9) Explain to students that they are either to choose Harriet Tubman or Levi Coffin and write a summary paragraph that will persuade the reader that the leader displays the character traits of a hero/heroine in the UGRR.

10) To provide lesson closure, share paragraphs as a class and/or list the common character traits that these two prominent individuals displayed who were involved in the UGRR.

Teaching Strategies:

large and small group discussion
brainstorming
semantic web
individual student writing

Assessments (key questions to stimulate critical thinking):

"kid watching"
observation of group discussion
writing rubric http://web.ccsd.k12.wy.us/RBA/LA/Writing6.html
as accessed on 7/26/01 at 4:54 PM
This site has been created for sixth grade.It can be adapted to fourth grade.Include all aspects of the writing process and goals for persuasive writing.

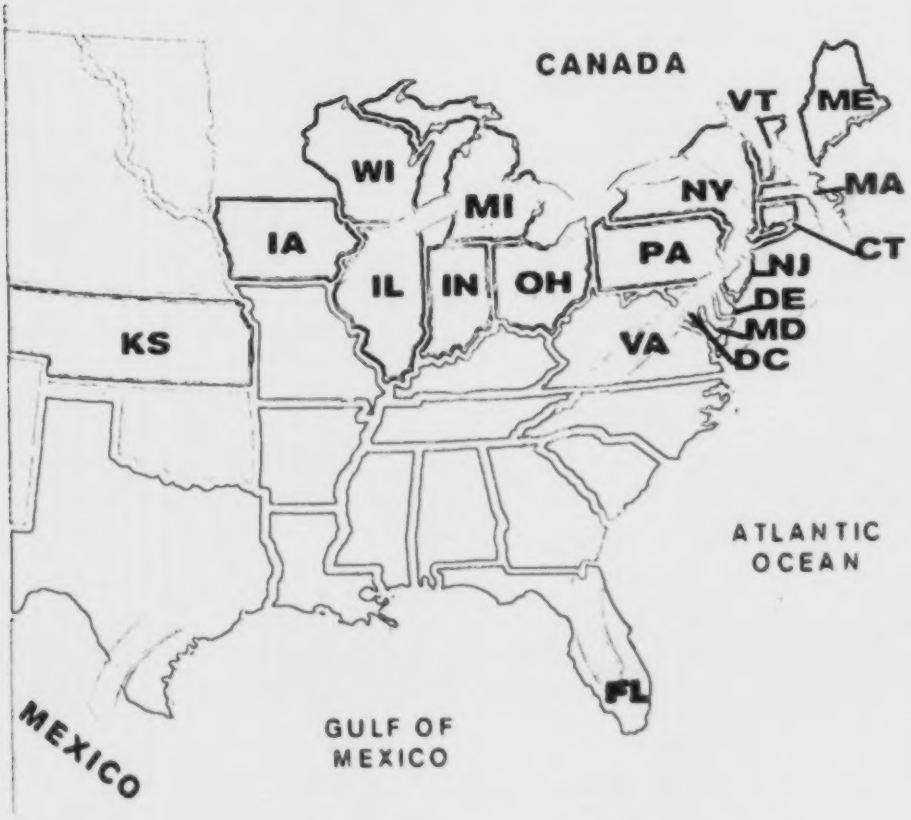
Adaptat ons and/or Extensions:

1) Another poem that can be used is the text of the children's picture book titled, Harriet and the Promised Land. Lawrence, Jacob. Harriet and the Promised Land. New York, NY: Simon & Schuster, 1993.

2) An activity that utilizes the rhythm of the poem so that the participants have the feeling that they are running through the woods involves asking the students to alternate foot tapping and clapping as they read the lines of the poem. As the poem is read aloud the momentum increases. Try this idea. It may take a few runs, but the results will be worthwhile.

Set up a display of trade books related to the Underground Railroad. There are many books identified in the resources list that have been written for age ten and older. Use these books as a springboard for discussion on a variety of topics related to the UGRR.

Attachment 1 – Map of Major Trails to Freedom



BEST COPY AVAILABLE

Attachment 2 - Poem on Harriet Tubman

Harriet Tubman by Eloise Greenfield

Harriet Tubman didn't take no stuff
Wasn't scared of nothing neither
Didn't come in this world to be no slave
And wasn't going to stay one either

"Farewell!" she sang to her friends one night
She was mighty sad to leave 'em
But she ran away that dark, hot night
Ran looking for her freedom

She ran to woods and she ran through the woods
With the slave catchers right behind her
And she kept on going til she got to the North
Where those mean men couldn't find her

Nineteen times she went back South
To get three hundred others
She ran for her freedom nineteen times
To save black sisters and brothers

Harriet Tubman didn't take no stuff
Wasn't scared of nothing neither
Didn't come in this world to be no slave
And didn't stay one either

And didn't stay one either

Hiddin' Out

Jane Ensley
7-26-01
Holland Elementary School
Fort Wayne, IN

Topic (Overall theme): Habitats Encountered by Fugitive Slaves

Classroom sessions or estimated time: 4-5 sessions(may vary on background children have on subject matter)

Grade Level(s): Fourth Grade

Purpose:

- To peak children's interest in the Underground Railroad.
- To inform them of different natural habitats and human habitats crossed by escaping slaves.
- To make students aware of the difficulties and dangers experienced by escaping slaves.
- To make students aware of different groups might assist them.

Geography Standards Addressed:

Spacial Terms #1
Places and Regions #4; #6
Physical Systems #8; #10; #12; #13
Environment and Society #15
Uses of Geography #17

Indiana Social Studies Academic Standards addressed:

Fourth Grade Indiana Standards
History 4.1.8.; 4.1.11; 4.1.12
Geography 4.3.2.; 4.3.3; 4.3.5;4.3.14
Individuals, Society, and Culture 4.1.5; 4.5.2; 4.5.3; 4.5.4; 4.5.5; 4.5.9

Objectives:

1. Students will be able to list natural habitats encountered by fugitive slaves.
2. Students will be able to list two human habitats encountered by fugitive.
3. Student groups will compile lists of advantages and disadvantages of each habitat.

4. Students will draw three major Underground Railroad routes crossing Indiana on an outline map and include habitats and towns

5. Students will produce an oral history involving at least three natural habitats and one human habitat.

Teacher Background Materials:

Children's Books

Bial, Raymond. The Underground Railroad. HoughtonMifflin, 1995.

Freedman, Florence B. (Florence Bernstein). Two Tickets to Freedom. Simon and Schuster, 1971

Lawrence, Jacob. Harriet and the Promised Land. Simon and Schuster for Young Readers, 1993.

Levine, Ellen, and Williams, Richard. If You Traveled on the Underground Railroad. Scholastic, 1988.

Majors, Charles. The Bears of Blue River. MacMillan,1901
---. Uncle Tom Andy Bill. Indiana University Press, 1993

Rappaport, Doreen. Freedom River. Hyperion Books for Children 2000.

Sanders, Scott Russell. A Place Called Freedom. Aladdin Paperbacks,1997.

Willis, Patricia. Danger Along the Ohio. Clarion,1997

Adult Books

Hanson, Ellen. The Underground Railroad. Discovery Enterprises, 1995.

Weaving a Network of Freedom: Proceedings of the Second Kentucky Underground Railroad Symposium. Education, Arts and Humanities Cabinet, 1999

Web Sites

http://www.cr.nps.gov/nr/travel/underground/

http://www.nationalgeographic.com/features/99/railroad/j4.html

BEST COPY AVAILABLE

http://www.statelib.lib.in.us/WWW/ihb/terrain.html

http://www.cr.nps.gov/nr/travel/underground/

Purpose of Materials:

- A tape recorder, VCR camera, or computer programs which allow audio taping are required.

- Three maps of Indiana

    1. An outline map. (Attachment 1)
    2. A map of free Black settlements in Indiana
    3. A topographical map of Indiana. (see above for web link or see Attachment 2)

- Pictures of habitats found in Indiana. (Examples: forests, rivers, wetlands/swamps, caves)

- Pictures of animals found in Indiana during the 1800's.

Procedures:

1. Before the lesson on overview of the Underground Railroad should take place. (This could be accomplished by using the Indiana History text book) Some background about natural habitats is needed.

2. With the entire class create a list of natural and human habitats slaves might encounter while journeying north through Indiana. (Examples would be deciduous forests, swamps/wetlands, rivers, caves, meadows, Free Black settlements, white settlements

3. Break the class down into groups of 3 or 4 with each group listing advantages and disadvantages of different habitats for the slaves.(An example for caves would be advantages-would be dry; comfortable temperature; well-hidden—disadvantages-would be…caves may harbor dangerous animals, may be known hiding places checked by local people, could fill up with water.)

4. Have each group share their discussion results, and asked the class if they can add any advantages and/or disadvantages.

5. Display a physical map of Indiana on an overhead or computer projection. Point out places where different habitats will occur in Indiana.

6. Overlay a map of Underground Railroad Routes through Indiana over the physical map and discuss what slaves might encounter on different route.

Teaching Strategies:

- Whole group instruction;
- Small group collaboration;
- Interdisciplinary instruction in social studies, science, and language arts

Assessments (key questions to simulate critical thinking):

1. Create an oral history a slave might tell an interviewer. The history must cover a minimum of 10 days and nights trip experience. The oral history must have a minimum of three different habitats and one human habitat. Happenings in each habitat can be advantageous and/or the opposite and should be appropriate for that environment.

2. Given an outline map of Indiana draw in the three major Underground Railroad routes crossing Indiana. Use symbols and labels for various surroundings. Example: a tree=deciduous forest; grass=wetlands. Label at least one Black settlement and/or White settlements you might encounter on each route if appropriate.

Follow up questions:

1. Why didn't every fugitive slave reach Canada?

2. How long do you think a journey took to complete? A week? A month? A year? Etc.

3. What advantages/ disadvantages would slaves have escaping in summer? In winter?

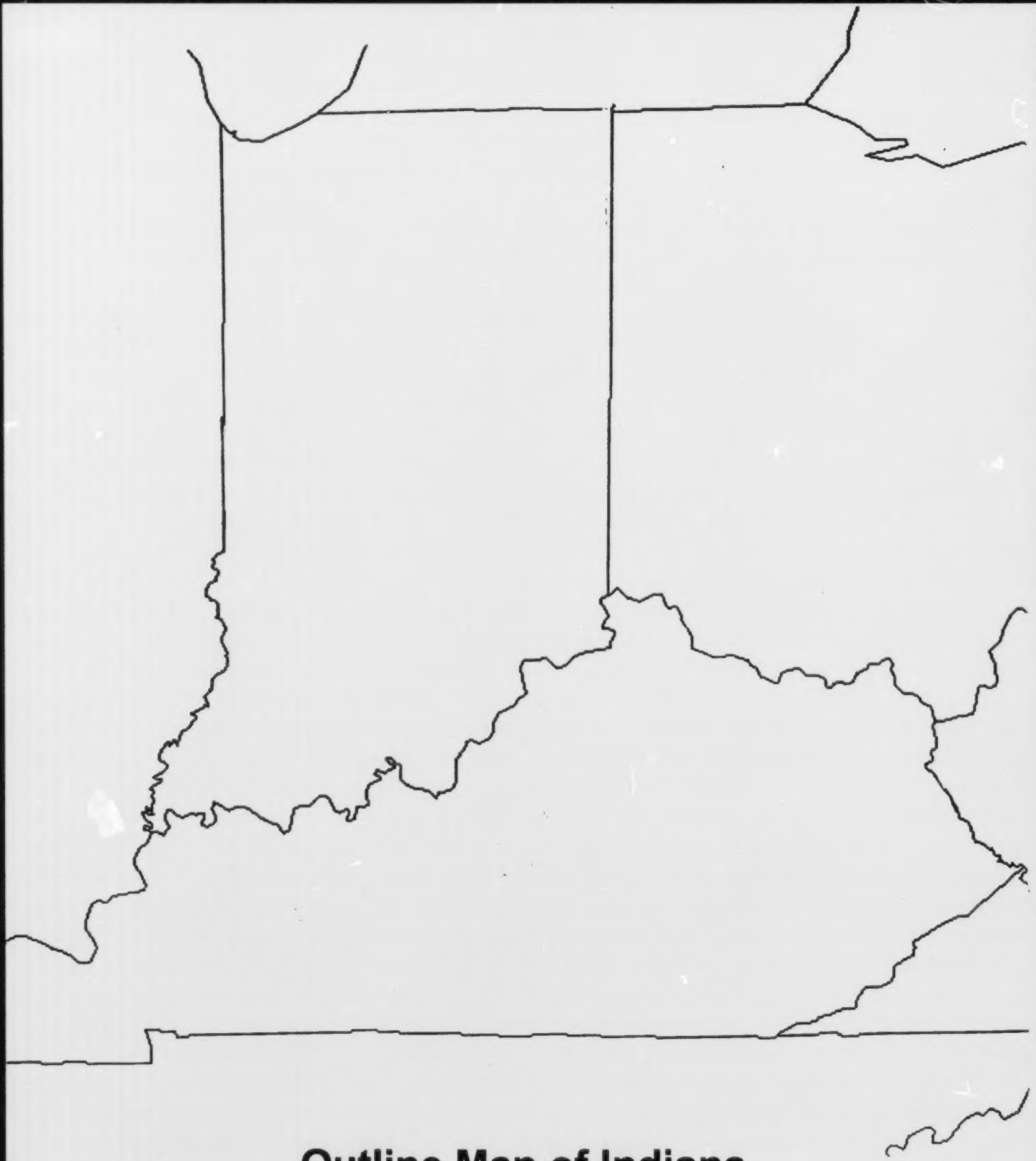
4. Today, many illegal immigrants journey from Mexico and other Central American countries. How is their journey similar to that of the escaping slaves? How is it different?

Adaptations and/or Extensions:

- Produce a "Choose Your Own Adventure" activity using a computer programs such as *Flash, PowerPoint, Dream Weaver.*
- *Produce an Excel spreadsheet survey of the most and least valuable habitats slave could encounter.*
- *Take a trip to a wooded area, wetlands, etc. looking for appropriate hiding areas*

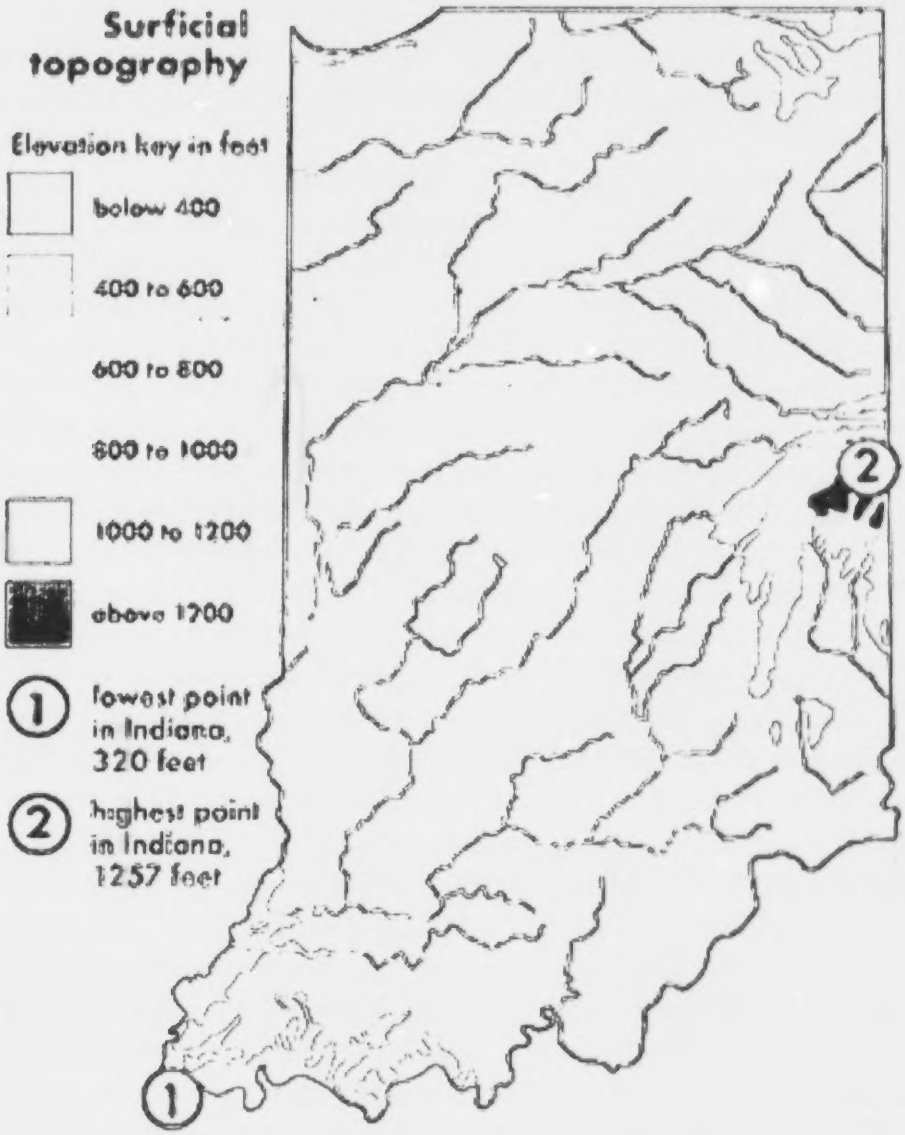
Attachment 1: Outline Map of Indiana

BEST COPY AVAILABLE



Outline Map of Indiana

Annex 2 – Topographical maps of Indiana



BEST COPY AVAILABLE

Terrain Topographical Map of Indiana

BEST COPY AVAILABLE

History Through Picture Books and Photographs

Mary Pietsch Alexander
July 25, 2001
Clear Creek School
Bloomington, IN 47403

Topic (Overall theme): The purpose of this lesson is to gain knowledge and insight through picture books and photographs about African American Heroes during the Underground Railroad era.

Classroom sessions or estimated time: This is part of a three week unit of study for social studies and the genre of picture books.

- 5- classroom periods reading picture books
- 2- classroom periods for art
- classroom celebration of sharing
- 45 minutes each

Grade Level(s): 1st

Purpose: The purpose of this lesson is to help children understand the historical themes told by various perspectives represented in picture books about Underground Railroad and for students to learn about significant events and people.

Geography Standards Addressed:

2.The Word in Spatial Terms
4. Places and Regions
6.Places and regions
17. The Uses of Geography

Indiana Social Studies Academic Standards addressed:

Grade 1: Home, School, and Nearby Environments
Students learn about the rights and responsibilities of citizens as they interact in home, school, and local environments, and explore the way people live and work together around the world.
Standard 1:1.1.2., 1.1.3
Standard 2: 1.2.5, 1.2.6, 1.2.7
Standard 3: 1.3.2,
Standard 4: 1.4.2, 1.4.5, 1.4.5
Standard 5: 1.5.3, 1.5.4

Objectives:

- The students will become familiar with historical figures central to the Underground Railroad and anti-slavery.
- The students will learn about African American heroes.
- Students will learn to observe and analyze illustrations and photographs that depict history and part of visual communication.
- Students will write short responses, poems, or songs to accompany their illustrations.

Teacher Background Materials:

Bial, Raymond. The Underground Railroad. Boston: Houghton Mifflin Co., 1995.

Erbsen, Wayne. Log Cabin Pioneers: Stories, Songs, and Sayings. North Carolina: Native Ground Music, 2001. (Good illustrations or illustrations.)

Erdosh, George. Food and Recipes of the Civil War, The Rosen Publishing Group, New York, PowerKids Press, 1997.(Good illustrations or illustrations.)

Ferris, Jeri. Walking the Road to Freedom: The Story about Sojourner Truth. Minneapolis: Carolrhoda, Inc.1988.

Gorrell, Gena. North Star to Freedom. Delacorte Press, New York, 1996. (Good illustrations or illustrations.)

Lawrence, Jacob. Harriet and the Promised Land. Simon and Schuster Books for Young Children, 1968.

Levine, Ellen. If You Traveled on the Underground Railroad. New York: Scholastic, 1988.

Miller, Howard. Abraham Lincoln's Flag. New York: Thomas Publications, 1990.

Monjo, F.N, The Drinking Gourd, New York: Trumpet Club, 1970. (I Can Read story that is good for literature circle.)

National Park Handbook, Underground Railroad, Division of Publications, 1998. (Teacher resource)

National Park Service, "Keys Ranch Where Time Stood Still." SocialEducation, vol.65, No. 3, April 2001, pgs.177-192. (Teacher resource with lesson plans, reproducible materials, and techniques of using visual communication (photographs) in the classroom.

Pinkney, Jacob. Historical Themes, Tales and Legends: The Art of Jerry Pinkey. California African American Museum , 1998. (Teacher resource that explains themes and techniques used by Pinkey in children's picture books.)

Rappaport, Doreen. Freedom River. New York: Hyperion Books for Children, 2000. (Excellent Illustrations)

Ringold, Faith. Aunt Harriet's Underground Railroad. Crown Publications, 1990.

Sanders, Scott. A Place Called Freedom. Aladdin Paperbacks, New York, 2001. (Excellent Illustrations)

Thomas, Velma M. Freedoms' Children: The Passage from Emancipation to the Great Migration. Random House, New York, 2000.

Van Steenwyk, Elizabeth. When Abraham Talked To The Trees. Eerdmans Books for Young Readers, 2000. (Excellent illustrations)

Winter, Jeanette. Follow The Drinking Gourd. New York: Knopf, 1990.

http://www.madison.k12.wi.us/planetarium/ftdg1.htm

http://www.afgen.com/underground_railroad2.html

http://www.nps.gov/undergroundrr/

Purpose of Materials: For teachers these resources are for developing background and finding common themes within research materials. Also, lesson plans suggestions and ideas are available to support classroom teachers and students. An example of the kinds of historical fiction picture books are in the bibliography to use with the students.

Procedures:

1. **Lesson 1**:During a week long immersion process, the teacher will read aloud and discuss selected historical fiction about the Underground Railroad and historical events and heroes of this era.

2. Each day a different text will be discussed. The teacher will use large chart paper to make a graphic organizer (story web) to record students responses. Overhead copy of a favorite illustration can be used to demonstrate and develop story web. These words can be used as key points and vocabulary to put on Word Wall (a visual dictionary posted on wall for reference.)

3. Students will use post-it notes to mark pages that the illustration evoked questions or interest.

4. The students will do a written response each day in their journal and develop inquiry questions about what they are seeing the pictures or photographs.

5. **Second lesson**: Students will be encouraged to pick one of the stories and will create an illustration that matches their interest. Continue reading stories.

6. Students should be allowed to either draw, paint, or make collages from magazines or newspaper to make their poster.

7. **Third lesson**: Give students time to share, edit, and reread their favorite author and illustrator during unit of study. Have students give three pluses and a wish feedback to each other as they develop topic ideas and bring to publishing center.

Teaching Strategies:

1. Large group story reading and sharing.
2. Small group cooperative learning groups.
3. Buddy research
4. Individual conferences on topic chosen for seed ideas for journal writing and for illustrations.

Assessments (key questions to simulate critical thinking):

1. As a culminating activity students will display their illustrations or collages. Students will select from their journal a piece of writing to publish and post with their artwork.

2. A rubric should be developed before activity begins. Students should determine what determines high quality, medium quality, and low quality. Teacher will use the criteria developed in given feedback and rating within the rubric parameters.

3. Teacher will be conferencing with student individually to give feedback throughout the process.

4. Students must publish one piece of writing and one illustration or collage.

Adaptations and/or Extensions:

1. Using a simple enlarged map of the Kentucky, Ohio, Indiana, Michigan and Canada, students could make an illustrated or photo trail of significant events or people as points of interest on the Underground Railroad. Use books in above bibliography. Use the Big Dipper to locate North, South, East, and West. Locate points or stars of interest as class explores different stories in historical fiction or non-fiction. http://thedrinkinggourd.freeyellow.com/

2. Underground Railroad Obstacle Course-set up either gym or outside area. Using mats, have teams work together to "Cross the River" without losing any of the members. Tell children that they can crawl or move across without using their feet. Perhaps students could hold onto a rope and instructed not to drop it as they move through Underground Railroad stations.

3. Internet resources: Follow the Drinking Gourd

   http://quest.arc.nasa.gov/ltc/special/mlk/gourd2.html

   http://quest.arc.nasa.gov/ltc/special/mlk/drink.html

   http://www.nationalgeographic.com/features/99/railroad/

   http://quest.arc.nasa.gov/ltc/special/mlk/gourd1.html

4. Map of Indiana and locations of Underground Railroad.

   http://www.nps.gov/boaf/urrmap~1.htm

   In Indiana, the Underground Railroad came through Southern Indiana to Canada. The children will study the geography of Indiana and how the stars called the Drinking Gourd were used to navigate the trail.

5. Use Internet to have students explore other classrooms ideas about the Underground Railroad
   http://www2.lhric.org/pocantico/tubman/tubman.html
   http://www.ugrr.org/wwwhome.html

6. Create songs about Underground Railroad.
   http://www.pbs.org./wgbh/amex/singers/sfeature/songs.html

"By coming and going a bird weaves its nest." Ashanti From Eisen,Armand. A Tiny Treasury of African Proverbs. Missouri:Ariel Book,1998.

Sample Song lyrics by Mary Pietsch Alexander and Mary Radut,

"In the past a movement grew,
Its name was the Underground Railroad.
From the South to the North,
From the East and the West,
Following the Drinking Gourd is the best.
A few brave souls with a freedom quest,
By coming and going a bird weaves it's nest."

7. Pen pal with students from different areas of Indiana or Canada. Encourage the sharing of information about local history and geography.

8. Bring in photos of family and ancestors including homes, lifestyles, and events in personal lives. Photocopy pictures and have students use in simple bookmaking using the format used in the books that combine photos and illustrations to support text.

9. Rabbit Ears - Follow the Drinking Gourd (1992)

10. Critical Literature Extension: Teacher should review these and use these books according to the developmental level of their students. Here are some suggestions.

Whitewash by Ntozake Shange, Michael Sporn (Illustrator) (Library Binding - December 1997) July 26, 2001.

Two Tickets to Freedom : The True Story of Ellen and William Craft, Fugitive Slaves by Florence B. Freedman, Ezra Jack Keats (Illustrator) (Paperback - November 1989) July 26, 2001.

Sister Anne's Hands (Picture Puffins) by Marybeth Lorbiecki, et al (Paperback - October 2000)July 26,2001.

More Than Anything Else -- by Marie Bradby, Chris K. Soentpiet (Illustrator); July 26, 2001.

Bound for the North Star : True Stories of Fugitive Slaves by Dennis Brindell Fradin (Illustrator)July 26,2001.

Where I'm Bound by Allen B. Ballard (Hardcover - October 2000)

Journey on the Underground Railroad

Ken Zahora
7/24/01
IPS #96 Meredith Nicholson
Indianapolis, IN

Topic (Overall theme): The journey on the Underground Railroad was extensive.

Classroom sessions or estimated time: 3-4 lessons of 45-60 minutes

Grade Level(s): 3rd or 4th

Purpose: To get an idea of the hardness and difficultness of a journey on the UGR.

Geography Standards Addressed:

The World in Spatial Terms: 1 Maps.
Human Systems: 13 Forces of cooperation and conflict. The uses of Geography: 17 Apply geography to interpret the past.

Indiana Social Studies Academic Standards addressed:

Standard 1 History: 4.1.12 Underground Railroad.
Standard 2 Civics and Government: 4.2.10 Equality of opportunity.
Standard 3 Geography: 4.3.2 Estimate Distance, 4.3.4 Locate, 4.3.10 Trace Route.
Standard 5 Individuals, Society, & Culture: 4.5.9 Use Primary Sources

Objectives:

1. Use Indiana and Michigan state road maps to trace a route to Canada from Madison, IN. with the many possible stops along the way.

2. Find the distance between Madison and Windsor, Canada using a regional map of the United States.

3. Make a picture book that depicts a runaway slave's journey on UCR.

Teacher Background Materials:

1. Road maps of Indiana and Michigan.
2. Regional map of central United States.
3. Pictures of runaway slaves, slave catchers, and area pictures of Indiana and Michigan.
4. Computer with internet access.
5. Color pencils, etc.
6. Writing and drawing paper.

Purpose of Materials: Background information and materials to use to complete lesson.

Procedures:

Lesson 1. Time students walking a mile. (use a track if available) This will be used to determine how far a runaway could walk in a day and used to imagine eventually how tiring a 10-15 mile day walk would be walking thru the woods, etc. Use this information to calculate how long it would take to go from Madison, IN to Windsor, Canada.

Lesson 2. With state road maps of Indiana and Michigan construct a possible route from Madison, IN to Windsor, Canada and designate with some symbol where you would stay each night. Calculate the total number of days needed for this journey.

Lesson 3. Make a 5-10 page picture book of a slave's journey on the UGR. Each page should have a picture of the runaway hiding in an attic, wagon, woods, dogs chasing them, slave hunters, or crossing a river, etc. Include sentences that go with each picture.

Teaching Strategies: Lecture/Discussion, 3-5 person co-operative groups.

Assessments (key questions to simulate critical thinking):

- Finish products with be used for assessment: Picture book and completed maps. (use Power Point to make a picture book if available)
- If you place yourself into your picture book write a short story telling how you would have felt, your fears, concerns during this journey.

Adaptations and/or Extensions:

1. Use "Follow the Drinking Gourd" poem recording as an introduction.

2. Follow up activity. Use the following books as a conclusion activity: Follow the Drinking Gourd by Bernadine Connelly. Picture

book also available in audio version narrated by Morgan Freeman. Grade 4-8. Get on Board: The Story of the Underground Railroad by Jim Haskins. Grade 4-6. Two Tickets to Freedom: The True Story of Ellen and William Croft, Fugitive Slaves by Florence B. Freedom. Grades 4-6.

3. Resource: July 1984 "National Geographic Magazine" Escape from Slavery: Underground Railroad.

http://www.ugrr.org/
http://www.statelib.lib.in.us/
http://www.cr.nps.gov/aahistory/
http://www.historychannel.com/
http://www.ai.org/
http://www.nationalgeographic.com/

"Levi Coffin on Trial"

Ellen Haury
7/24/01
Crooked Creek Elementary
Indianapolis, IN

Topic (Overall theme): Examination of the moral and ethical issues involving slavery. Do religious convictions supersede legal issues, allowing those with antislavery convictions, such as Quaker Levi Coffin, to assist fugitive slaves with impunity?

Classroom sessions or estimated time: 5-6 forty-five minute sessions

Grade Level(s): 4 (5 or 6)

Purpose:

- to introduce students to Quaker beliefs about slavery
- to introduce students to actual statements of conviction about slavery by Levi Coffin
- to introduce students to the federal laws about returning escaped slaves, specifically the Fugitive Slave Act of 1850
- to compare the religious and legal issues involved with helping slaves to escape
- to use both primary and secondary sources for gathering information
- to write a persuasive piece
- to make an oral presentation

Geography Standards Addressed:

Grade Four

4.5.4 Define the term cultural group, identify the challenges faced by diverse cultural groups in Indiana history, and give examples of both conflict and cooperation among groups.
4.5.8 Identify the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, and stories.
4.5.9 Use primary sources, such as artifacts, interviews, and documents to acquire information about cultural life in Indiana.

Indiana Social Studies Academic Standards addressed:

Grade Four

4.1.12 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
4.1.16 Identify various social and political movements and explain the roles they played in the state's development.
4.1.25 Identify the causes of problems and challenges that have confronted people during various periods of Indiana history, and evaluate solutions that were chosen, keeping in mind the historical context.
4.1.26 Generate questions and seek answers about people, places, and events using primary source and secondary source materials.
4.2.11 Use a variety of information resources to research, develop, defend, and evaluate a position or course of action on a public issue relating to Indiana's past or present.

Objectives:

1. Students will use secondary and/or primary resource materials to gather information related to Quaker beliefs about slavery.

2. Students will use primary and/or secondary source materials to gather statements made by Levi Coffin about his moral and ethical opposition to slavery.

3. Students will read Sections 5, 6, and 7 of the Fugitive Slave Act of 1850 and summarize.

4. Students will compare the religious and legal aspects of assisting a fugitive slave.

5. Students will, in the role of defense attorneys, prepare and present a final oral argument to a jury, explaining why Levi Coffin should be found "not guilty" of breaking the Fugitive Slave Act because of his religious convictions.

Teacher Background Materials:

Coffin, Levi. Reminiscences of Levi Coffin. Cincinnati: Western Tract Society, 1876

Fugitive Slave Act of 1850, (note Sections 5, 6, 7): http://www.trader-skis.com/documents/fu_sla_act.htm

Earlham has one of the world's largest collections of books, pamphlets, and published materials relating to the Society of Friends. These include

numerous works on slavery and the opposition of Friends to it. The following library web page includes descriptions of most of the manuscript holdings and may be addressed at: http://www.earlham.edu/~libr

Thomas D. Hamm, Archivist and Professor of History, Lilly Library, Earlham College, Richmond, IN 47374 (765) 983-1511 or tomh@earlham.edu

Society of Friends. London Yearly Meeting. Epistle on Slavery from Our Yearly Meeting Held in London, by Adjournments from the 20th of the 5th Month to the 29th of the Same, Inclusive, 1840, Society of Friends, Indiana Yearly Meeting, 1840.

Wisehart, Randall. Luke's Summer Secret. Richmond: Friends United Press, 1991.

Smucker, Barbara. Runaway to Freedom.

Beatty, Patricia. Who Comes With Cannons?

Levi Coffin House State Historic Site has prepared "An Underground Railroad Station: Lesson Plan for Grades K-12" for teacher use. To obtain, contact Levi Coffin House State Historic Site, 113 US 27 North, Fountain City, IN 47341, (765) 847-2432, Fax (765) 847-2498.

The National Geographic Underground Railroad Site is a wonderful interactive site about Harriet Tubman and her role in the UGRR. The participant is required to make choices and decisions regarding the journey out of slavery. Full of audio and video features.
http://www.nationalgeographic.com/features/99/railroad/

Purpose of Materials: See "Teacher Background Materials"

Procedures:

First 45 minute session: (teacher directed)

A. Introduction

1. Ask students to generate a list of present-day reform movements similar to the Anti-slavery/Abolitionist movement. Discuss reasons why they may have developed. (examples are Civil Rights, Anti-war, Anti-sweatshop, easing immigration requirements in the US in order to save people from slave-like conditions in their own countries)

2. Think about laws and why they are made. (to keep people safe; to make life fair for everyone, etc.) Do laws always do what they are supposed to do? What would happen if a society did not have any laws?

B. Provide students with copies of the Fugitive Slave Act of 1850. Analyze Sections 5, 6, and 7 together. Students should take notes, briefly summarizing each section.

1. Section 5 details the duties, responsibilities, and repercussions of the marshals and deputy marshals in searching for and arresting fugitive slaves.

2. Section 6 states that fugitive slaves may be pursued and reclaimed, but proof needs to be established that the person arrested does in fact owe service to the person claiming him; and that testimony of fugitive slaves may not be admitted into evidence in a trial or hearing.

3. Section 7 outlines the punishment for anyone hindering arrest, rescuing or attempting to rescue, aiding or assisting to escape, or harboring or concealing a fugitive slave. Punishment was a fine not exceeding $1000 and imprisonment not exceeding six months.

Second and third 45 minute sessions: (individual)

A. Provide books and materials containing the Quakers' moral and ethical objections to slavery.

1. Students will take notes on the Quaker beliefs.

B. Provide books and materials containing Levi Coffin's anti-slavery convictions, as justified by his religious beliefs.

1. Students will take notes.

2. Students will cite related quotes from Levi Coffin.

Fourth 45 minute session: (paired)

A. Face Off: In order to compare the religious and legal issues involved with helping slaves to escape, pair up students and have them sit face-to-face. Ask the question: Did Levi Coffin's religious convictions allow him to break the Fugitive Slave Law of 1850? One student should argue "yes", and the other should argue "no." Students should use the notes taken about the Fugitive Slave Act, the Quakers, and Levi Coffin. This face-off should help the students organize their thoughts about the moral issues involved.

Fifth 45 minute session: (individual)

A. Students should write a persuasive argument which they will use for their oral argument explaining why Levi Coffin should be found "not guilty" because of his religious convictions.

Sixth 45 minute session: (individual)

A. Students should have an opportunity to dress up and present their oral arguments to an audience.

Teaching Strategies:

1. Teacher directed
2. Individual research and writing
3. Pairs of students "facing off"
4. Individual oral presentation

Assessments (key questions to simulate critical thinking):

1. Oral argument should be assessed in terms of content and presentation skills, as graded by a rubric based on the required proficiencies.
2. Essay question: If Levi Coffin is found innocent because of his religious convictions, where is the line drawn for people who might claim this defense whenever they want to break the law?
3. Essay question: Are all laws fair? Why or why not?

Adaptations and/or Extensions:

1. Write either a proslavery or antislavery position paper.
2. Compare the religious and legal issues involved with helping slaves to escape by presenting a mock trial of Levi Coffin, complete with prosecutor, defense attorney, judge, and jury.
3. Hold a debate in which one student presents the viewpoint that Levi Coffin is guilty of breaking the Fugitive Slave Act, and one student presents the viewpoint that Levi Coffin is innocent of breaking the Fugitive Slave Act because of his religious convictions. Have the class decide which side was most convincing.

4. Write a friendly letter from Levi Coffin to a fellow Hoosier trying to convince him that he should become a conductor on the Underground Railroad. Include both the positives and the negatives, but make sure that the letter is persuasive. Include facts about the Coffins in your letter, focusing on their experiences and religious convictions.

5. Research the history of the Quakers, including their relationship to the Indiana Underground Railroad. Share your findings through some creative format other than a paragraph.

Making the Connection with Quilts

Julia Chambers
7-24-01
Otterbein Elementary
Otterbein, IN

Topic (Overall theme): Underground Railroad Quilt Code

Classroom sessions or estimated time: Three to four 40 minute class sessions

Grade Level(s): Four

Purpose: To integrate the study of the Underground Railroad in Indiana with a Language Arts unit on quilts.

Geography Standards Addressed:

4.The physical and human characteristics of place
6. How culture and experience influence people's perception of places and regions
9. The characteristics, distribution, and migration of human population on earth's service
13. How the forces of cooperation and conflict among people influence the division and control of earth's surface
17 How to use geography to interpret the past

Indiana Social Studies Academic Standards addressed:

4.1.12 Explain the roles of various individuals, groups, and movement in the social conflicts leading to the Civil War.
4.1.16 Identify various social and political movements and explain the roles they play in the state's development.
4.1.20 Describe how changes in immigration, migration, transportation, and the economy influenced the continued development of Indiana.
4.1.21 Identify social and political movements and events that changed life in Indiana in the twentieth century.
4.5.8 Identify the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, and stories.
4.5.10 Plan and carry out activities that will contribute to the cultural life of the school and community using museums, theaters, libraries, historical and architectural sites, and other cultural institutions.

Objectives:

- To integrate the study of the Underground Railroad into a language arts unit about quilts
- While studying the Underground Railroad students will discover how slaves were assisted on their journey to freedom with the use of a code that was displayed in different quilt blocks.
- Students will also read a variety of literature about quilts and quilting.
- Through the study of Indiana history and literature students will discover the connection quilts have to ancestry and family legacies as well as immigration.
- Students will work with pattern blocks to discover the lines, angles, shapes, patterns, and symmetry used in quilt design.
- Students will design or reproduce a quilt block on the computer (or paper) to be sewn (to be pasted) into a classroom quilt.
- Students or and adult volunteer will assemble of the quilt blocks into a finished quilt.
- The quilt will be displayed at the school to serve as a reminder of Indiana's role in the Underground Railroad.

Teacher Background Materials:

- Collection of children's literature (fiction, non-fiction, and biographies) about quilts, see list on resource page
- Variety of books on quilt design and quilt history from the school or public library
- Quilts to display in the classroom
- Pattern blocks
- Black lined masters of quilt blocks
- Materials for printing quilt blocks on the computer- freezer paper, lightweight muslin, and iron. Directions for putting this together are attached.

- A computer draw/paint program (AppleWorks or Kid Pix), and a color printer

- There is a great teacher resource from *Really Good Stuff* that contained black lined masters, background information, and a quilt code key that made this activity extremely easy. Check out the link below and look for the *Underground Railroad Quilt Set* item #120018 $5.95 http://www.reallygoodstuff.org/default.asp

Teacher Resources

Underground Railroad Quilt Set, available from reallygoodstuff.com

Quilting Activities Across the Curriculum by Wendy Buchberg, published by Scholastic ISBN 0-590-96558-1

Easy Literature-Based Quilts Around the Year by Mariann Cigrand and Phyllis Howard, published by Scholastic ISBN 0-439-13898-1

Thematic Unit Quilts by Susan A Zimmerman, published by Teacher Created Materials, Inc. ISBN 1-57690-116-5

Hidden In Plain View by Jacqueline I. Tobin and Raymond G. Dobard, Ph.D. ISBN 0-385-49767-9

Literature

Avery, Kristin. The Crazy Quilt. Goodyear Books, 1994.

Coerr, Eleanor. The Josephina Story Quilt. HarperCollins, 1989.

Ernst, Lisa Campbell. Sam Johnson and the Blue Ribbon Quilt. Lothrop LB, 1983.

Flournoy, Valerie. The Patchwork Quilt. Dial LB, 1985

Hopkinson, Deborah. Sweet Clara and the Freedom Quilt. Knopf, 1993.

Jonas, Ann. The Quilt Story. Putnam Publications, 1992.

Mills, Lauren. The Rag Coat. Little, Brown, 1991.

Paul, An W. Eight Hands Round. HarperCollins, 1991.

Polacco, Patricia. The Keeping Quilt. Simon & Schuster, 1993.

Winter, Jeanette. Follow the Drinking Gourd.

Websites

http://www.beavton.k12.or.us/Greenway/leahy/ugrr/index.htm

http://www.sos.state.mi.us/history/museum/techstuff/civilwar/quilt.html

http://education.ollusa.edu/edtech/educ5354/testfile2.htm

http://www.connectingstudents com/themes/ugrr.htm

Picture of the Quilt created by my class:

Purpose of Materials:

- Using fiction, non-fiction, and biographies the students will acquire an understanding of quilts and the significance of quilts in their history and heritage.
- Looking at and touching actual quilts will give the students a better understanding and appreciation of quilts and the work that goes into making one.
- Using the pattern blocks students will be able to manipulate colors and shapes as they explore and design quilt blocks.
- Muslin and freezer paper allow you to transfer your colored design from your computer onto cloth instead of paper.
- You need to have a computer program that will allow you to draw and manipulate lines and shapes that also includes a paint program.

Procedures:

It would be nice to time this project so that the quilt would be finished in February for Black History month. You may also want to call your local newspaper and ask them to do a story on your class and the quilt and that students have been studying the Underground Railroad in their Indiana History class

Prior to your first session ask the students or other teachers if they could bring in quilts to be displayed in the classroom. If there is someone that quilts in the community it would be great to have them come to the class to give a demonstration on quilting.

Session 1 Teacher will read and discuss a variety of quilt stories with the students. A great book to end with is *Sweet Clara and the Freedom Quilt*. After reading and discussion allow time for students to reread the books by themselves or with a partner. Also give the students a chance to look at books you have on quilt design. This will give them a chance to see many quilt designs and the beautiful combination of colors used by various quilters.

Session 2 Review *Sweet Clara and the Freedom Quilt*. Tell students that they will be making a quilt. The quilt will contain quilt blocks that slaves used as a code on their journey of freedom on the Underground Railroad. Show the students a variety of quilt blocks from your teacher resources and discuss the meaning of each one. Tell them the meanings may not be accurate since nothing was ever written down about the code or the designs. The code was passed through word of mouth from generation to generation and may not have had the same meaning in all areas. We will be using meanings that are available to us at this time. They are not necessarily ones used by runaway slaves in Indiana.

Allow each student to pick a quilt block to reproduce on the computer or assign them. Ask for volunteers to reproduce the more difficult ones. Give the students a black lined copy of their quilt block and ask them to color it with crayons. The colors they choose will be the same colors they use with the paint program on the computer. This will save them time when they get to the computer. Have some extra copies for those that change their minds.

Session 3 and 4 Using AppleWorks or Kid Pix have the students go to the draw program. Make a 6X6 square with a heavy black outline. Everyone must have the same size square to make the quilt uniform. Inside the square use lines and shapes to reproduce their design and then color it with the paint program. I had them each type the name of the quilt block and their own name on the block under the design. Save the design. Using the muslin/freezer paper print out the design. Allow the ink to dry for about 30 minutes before removing the paper from the cloth.

Finishing quilt The quilt blocks are then joined together to make one large quilt. Ask around the community for a volunteer to assemble the quilt. If you are brave and have **a lot of time** you can have the students do the work. The quilt we made had 20 blocks. I repeated some to make an even number and added a description block with the year and class on it.

Quilt party-Once the quilt is all finished and ready to hang have a quilt party to celebrate. Invite the person that assembled the quilt for you, parents, and the principal.

Teaching Strategies:

1. Direct instruction
2. Peer reading
3. Discussion
4. Computers
5. Manipulation of shapes and color
6. Making a finished product, and
7. Oral presentation

Assessments (key questions to simulate critical thinking):

- Each student will write a book report on one of the quilt books we read in class. The report will be shared with the class.
- Each student will design a quilt block for the classroom quilt.
- Each student will be able to tell the class and visitors the meaning of their quilt block.
- The quilt will then be hung in a prominent place in the school for the students and community to view.

Adaptations and/or Extensions:

If you do not have computers or a draw program available the quilt could be made out of paper, material, or felt and glued onto paper. You could also use fabric crayons if a color printer is not available.

As an extension students could:

- Produce a Power Point presentation using all of the quilt block designs.
- Research other codes used by runaway slaves on the Underground Railroad.
- Research quilts
- Do further research on the Underground Railroad

People and Places in Indiana's Underground Railroad

Kathy Satterlee
July 24, 2001
Allen Elementary
Marion, IN

Topic (Overall theme): An overview of Indiana's geographic role in the Underground Railroad (UGR), and a closer look at specific people and places in Indiana's UGR.

Classroom sessions or estimated time: 3 sessions

Session 1 – Minilesson on UGR (definitions of terms)
Read parts of If You Traveled on the Underground Railroad (40 min.)

Session 2 – Role-play fugitive slave situation with map &card-drawing game, stopping throughout to show photos, and read first-hand accounts. Discussion. (40 min.)

Session 3 – Read Freedom River. Show UGR website to class. (40 min.) http://www.undergroundrailroad.com

Grade Level (s): 4th

Purpose: Students will use an Indiana map to understand why Indiana's geographic location was important to its role in the UGR. They will experience personal stories and feelings of the people involved in UGR through role-play and literature.

Geography Standards Addressed:

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
6. How culture and experience influence people's perceptions of places and regions.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Explanation:

Standard 1 will be addressed in Session 2, when students role-play one fugitive slave group's migration north. The teacher will use an overhead map of Indiana to trace the route as the cards are drawn.

Standard 6 will be addressed in all sessions, as students hear first-hand accounts of slaves, Quakers, and others on the UGR, and read non-fiction and literature concerning particular people in the UGR.

Standard 13 will be addressed as students learn about forces of cooperation among people (e.g. free blacks, slaves, Quakers, other whites) and forces of conflict (between slaves and slaveholders, bounty hunters, etc.)

Indiana Social Studies Academic Standards addressed:

4.1.12 *History* Explain roles of various individuals, groups and movements in social conflicts leading to the Civil War. (Levi Coffin, UGR, religious groups, abolition)

Explanation: This will be the main standard addressed in all three sessions.

4.2.9 *Civics* Define and provide examples of civic virtues or dispositions in a democracy. (e.g. respect for rights and dignity of all individuals, respect for the law, courage, compassion, etc.)

Explanation: This standard will be addressed as students discuss how people active in UGR had to choose between important civic virtues – i.e. respect for the law and respect for the dignity of all individuals – when these virtues were contradictory.

(Done during Session 2)
4.3.2 *Geography* Estimate distances between two places on a map, using a scale of miles and use cardinal and intermediate directions when referring to relative location.

Explanation: Using a transparency map of Indiana, the teacher wil guide students in tracing a rou e fugitive slaves may have taken, and measuring distances. (Session 2)

4.5.5 *Individuals, society and culture* Locate and explain settlement patterns of various cultural, racial and religious groups in Indiana of the past and present.

Explanation: This standard will be addressed in all sessions. Teacher will tell students some of the reasons why free blacks, slaves and Quakers would settle in Indiana instead of staying in the South.

4.5.8 *Individuals, society and culture* Identify contributions and challenges experienced by people from various cultural, racial and religious groups in Indiana during different historical periods by reading biographies, historical accounts and stories.

Explanation: This would be done mostly through literature, biographies and first-hand accounts of people active on the UGR.

Objectives:

- Students will demonstrate knowledge of the Underground Railroad – how it got its name, and basic terms and definitions by completing, with at least 80% accuracy, a fill-in-the-blank and short answer test.

- Students will demonstrate understanding of how Indiana's geographical location was important to its role in the Underground Railroad by locating important places on the map and explaining their importance during a class discussion.

- Students will experience (to a very small degree) the uncertainty that fugitive slaves experienced while traveling on the UGR by participating in a class card "game" where the next outcome of the "journey" is drawn from a stack of cards.

- Students will listen to first-hand accounts of people involved in the UGR and to stories about the UGR in order to better understand how slavery and escape to freedom affected those involved in the UGR.

Teacher Background Materials:

- Maps of North America, U.S. and Canada, Africa

For Adults:

Coffin, Levi. Reminiscences of Levi Coffin. New York: Arno Press, 1968. Reprint of the 3rd ed., published 1898.)

For Children:

Ringgold, Faith. Aunt Harriet's Underground Railroad. (1992, Crown)

Haskins, Jim. Get on Board: The Story of the Underground Railroad. (1993, Scholastic)

Stepto, Michele. Our Song, Our Toil: The Story of American Slavery as Told by Slaves. (1994, Milbrook)

http://www.nationalgeographic.com/features/99/railroad/j1a.html

http://www.maah-detroit.org/ (African American History Museum of Detroit site)

Purpose of Materials:

- Maps of North America, U.S., Mason-Dixon line, Indiana and Michigan– to show students the big picture of the UGR in this area and to improve their geographic literacy, both past and present.

- Primary Sources – photos and quotes from people involved in the UGR will help students understand the personal decisions people had to make, the dilemmas they faced, their fears and triumphs. (The specific primary sources needed are incorporated into the "procedures" section of the lesson plan.)

- Secondary Sources – excerpts from biographies, nonfiction trade books, and historical fiction picture books will bring students to a fuller understanding of the UGR times and the emotions people involved faced. (These also are incorporated into the "Procedures" section of the lesson plan, or listed in the "Teacher Material" section.

Procedures:

Session 1 – 40 minutes

Set: Show photos of slaves (Official National Park Handbook. Underground Railroad. Washington, D.C.: Division of Publications, National Park Service, Handbook 156, pp. 23, 32, 33.)

Read first-hand accounts from slaves.
Http://xroads.virginia.edu/~HYPER/wpa/wpahome.html

Mini-lesson: Give background on Indiana: Indiana was officially a free state but some people did bring slaves into Indiana. Using map, show proximity to Kentucky. Explain how fugitive slaves were not safe because of the fugitive slave law. Explain terms.

On map, show Indiana's proximity to Canada. Explain that Canada had abolished slavery.

Explain UGR. That it is not underground nor a railroad. Give approximate dates of operation (1830's – 1860's) but explain that slaves were escaping to freedom before that. (Savarino, Malia. "The Underground Railroad: Indiana Focuses on

Vital History." Outdoor Indiana Nov./Dec. 2000: 15.) Define terms: conductor, station, passengers, president, etc. in the context of the UGR.

Read If You Traveled on the Underground Railroad by Ellen Levine. (1992, Scholastic)

Closure: Short question/answer period.

Session 2 – 40 min.

Set: Darken room. Explain to students that our class will take part in an activity that should help them imagine what fugitive slaves on UGR might have felt. Explain that slaves traveled at night to avoid detection.

Procedure for Activity: Turn on overhead with transparency map of Indiana. Put dot on an area in Kentucky, near Ohio River, where we will pretend to be slaves. I will call on one student at a time to come up and draw a card, which will tell our fate as fugitives. (Sometimes students can choose a card, as in A1 or A2. Other times there will only be one card to draw, as in B.) As cards decide our fate, I will stop after each card and provide brief explanation, show a photo, read a quote from a person involved in UGR. Meanwhile, I will trace our progress on the overhead map. We could go through this activity several times, depending on cards pulled, until we reach "freedom in Canada." Using map scale, we will also measure approximate distances traveled.

Activity: (Text on cards will be in italics. What the teacher reads or says is not.)

Escape from slave master at night.

- *Card A1: We get caught by slave master and get whipped, or have to wear a bell.* Show photo of bells recaptured slaves might have to wear. (Official National Park Handbook. Underground Railroad. Washington, D.C.: Division of Publications, National Park Service, Handbook 156, p. 22.)

- *Card A2: Go to free black's house that we heard would help us. He tells us to follow a creek until we get to the Ohio River.* Explain that some black people in Kentucky were free, and that they often helped slaves escape.

- *Card B: We reach the Ohio River, and meet a white man who says he will ferry us across the river. Should we trust him?*

- *Card C1: Yes. He is a Baptist* (briefly explain) *who believes all people should be treated equally, and he is helping slaves across the river in his ferry. You safely reach the other side.*

- *Card C2: No. He is a bounty hunter who will get a reward for returning us to our owner. We are returned and whipped in front of all the other slaves.* Define "bounty hunter". Show "Wanted" poster. (Bial, Raymond. The Underground Railroad. Boston: Houghton Mifflin Company, 1995. P. 17)

- *Card D: We walk for several days until we reach the house of Lyman Hoyt near Lancaster, IN. He is a Quaker who hides us in his house and feeds us. He sends us on our way to the next station on the UGR.* Explain who Quakers were, their religious beliefs, why so many had moved to Indiana, and how they helped runaway slaves. Read excerpt from Lois Hoyt, daughter of Lyman and Asenath Hoyt: "Father was a member of a aforesaid secret antislavery society and was a conductor on the Underground Railroad —transferring escaped slaves from one station to another – always under cover of darkness and although he was suspected he was never caught". (College Hill Gazette: Newsletter of Historic Eleutherian College, Inc. Spring 2001. Vol. 2. Issue 1. P. 3)

- *Card E – We're in a region with a lot of Quakers and free blacks now, so we are finding places to hide and people are giving us food. We're still afraid the slave catchers will be after us, though. People show us with a signal, such as a light in a window, that there are no slave catchers around and it is safe to hide in their house.* Show photo of old-fashioned lantern.

- *Card F – Reach Levi and Catherine Coffin's house in Newport, IN. We are sick and weak, so Levi and Catherine have us stay for several days until we are healthier and can move on again.* Show postcards and personal photos taken at the Coffin House. Also read from the lesson plan given to us at the Coffin House. (Levi Coffin House State Historic Site, Levi Coffin House State Historic Site: An Underground Railroad Station - Lesson Plan for Grades K- 12 Text and Activities, pp. 3-5)

- *Card G: The Coffins take us in their false-bottomed wagon to the next stop, a free black settlement in Randolph County called Cabin Creek.* Show photo of false-bottom wagon at Coffin House. Also show students map of black settlers in Indiana. (The Indiana Junior Historian. Indiana Historical Bureau, State of Indiana. P.1)

- *Card H1: We travel for several days through the woods. We are no longer in an area with a lot of Quakers and free blacks, so we have to hunt for our own food and look for berries, sleep outside, and be on our guard against slave catchers and bounty hunters. We finally stay a few days at a free black person's house. Then we continue on north, following the drinking gourd.* Explain what the "drinking gourd" is and how it pointed to

the North Star. Show picture of the Big Dipper and show how it points to the North Star.

- *Card H2: We travel for several days through the woods. We are no longer in an area with a lot of Quakers and free blacks, so we have to hunt for our own food and look for berries, sleep outside and be on our guard against slave catchers and bounty hunters. We find a bush that looks like berries and eat several, but the bush really was Poison Sumac. We all get sick. Two people die because they are so sick and exhausted. We bury them in the woods and keep moving north, following the drinking gourd.* Show picture of Big Dipper and North Star. Explain "drinking gourd".

- *Card I: Reach Michigan. Continue walking through woods, occasionally finding a free black person or settlement, or a white sympathetic family to help us. After 6 days, reach Detroit, on the border of Canada.* Show map of Michigan and Ontario, Canada. Show students how fugitives would actually travel south into Canada here, even though they have been "following the drinking gourd" – going north, for their entire journey.

- *Card J1: We reach the Detroit River, the border between Michigan and Canada. There is nobody to help us get across the river so we swim. Those that have children carry them on their backs and swim across the river . One person drowns. Another dies from exhaustion as soon as she reaches Canada. She's dead, but she's free!* Tell story told to us at interpretive program at the African American History Museum in Detroit, about the woman who swam across the Detroit River to Canada with two children on her back.

- *Card J2: We reach Detroit, and go to the Second Baptist Church, where we are hidden, fed and nursed back to health. The church members know a free black man with a ferry. They lead us to the ferry and we are taken to freedom. We are taken to the Sandwich Baptist Church in Windsor, where we are fed, clothed and cared for until we can get jobs and get started in our new free lives in Canada.* Show students the pamphlet, Abbreviated History of the Second Baptist Church of Detroit (Leach, Nathaniel. 2001) also show them personal photos taken of Mr. Leach and the Second Baptist Church. Tell students the story he told us about the free black man who owned a ferry but had to hire a white oarsman to row across the river, in order to avoid detection by slave catchers. Show students personal photo of the Sandwich Baptist Church in Windsor.

Closure: Turn on lights. In table groups of four or five, students will share their feelings during the activity. Each child will get a minute or two to share. Then, ask for volunteers to share with the class something they felt or learned during the experience.

Session 3 – 40 min.

Read Freedom River by Doreen Rapapport (2000, Hyperion) to give students another personal experience of the UGR, based on fact.

Also, go to http://www.undergroundrailroad.com/ and demonstrate how students can explore the site to learn more about the UGR.

Teaching Strategies:

- Direct instruction using primary and secondary sources
- Read-alouds from non-fiction and fiction picture books
- Class Participatory Activity (simulation of fugitive slave journey north)
- Small group discussion
- Large group discussion
- Modeling: How to explore a website

Assessments (key questions to simulate critical thinking):

- Informal Assessment: group discussion as to what students learned about UGR through literature and the participatory experience.
- Fill in the blank and short answer test concerning definitions (e.g. conductor, railroad, passenger, free black, Quaker, etc.) and ideas (e.g. Why did the Coffins move to Indiana from North Carolina?)
- Map Assessment: Students locate the Ohio River, Detroit River, Indiana, Newport (now called Fountain City), Michigan, Kentucky, and Canada on a map.

Adaptations and/or Extensions:

Extension: During writing time, students could write a fictional piece about a character they learned about (or a made-up character) in the UGR. This would also be a good assessment of how well they understood the feelings of the people involved in the UGR.

Extension: Before beginning Session 1, teach a lesson on why slave trade began. Using world map, show and explain midwest passage.

Extension: Apply the UGR to today. Compare and contrast slavery and the UGR to illegal immigrants (especially Mexican immigrants) coming across the U.S.-Mexican border to the United States today. (Compare the reasons for migration, the dangers, the *coyotes* and *conductors,* the place that people of faith play in protecting those journeying north, etc.)

Scrapbook of Freedom

Kimberly Ehn
July 24, 2001
Chesterton Montessori School
Chesterton, IN

Topic (Overall theme): Students will create a scrapbook using personal narratives and samples of artifacts to connect to maps of geographical locations of the Underground Rail Road.

Classroom sessions or estimated time: 1 class period of 45 minutes

Grade Level(s): Third

Purpose: Students will be exposed to the first person view of a life-changing experience, specifically, a slave child traveling from a slave state to a free state using the Underground Railroad.

Geography Standards Addressed: 1,6, 9, 12, and 17

Indiana Social Studies Academic Standards addressed: 3.3.1 , 3.3.8, 3.5.2, 3.5.6

Objectives:

- Students will be able to identify on a map at least one geographical location that was a part of the Underground Railroad.
- Students will be able to explain the cultural use or significance of at least one artifact.
- Students will be able to describe at least one of the feelings a child slave might have had during their experience.

Teacher Background Materials:

Primary sources:

http://grid.let.rug.nl/~usa/D/1826-1850/slavery/fugitxx.htm First person testimonies of Canadian fugitives.

http://www.lib.lawrence.edu:8080/LUCIA1?S=SLAVERY+UNITED+STATES+PERSONAL+NARRATIVES Testimonies of slaves through personal letters.

http://www.chuh.org/Workshops/CMC/slavery/WEBBLIO.html Sources of first person narratives/primary sources.

http://education.ucdavis.edu/new/stc/lesson/socstud/railroad/BrentEsc.htm Personal narratives of Linda Brent.

Blassingame, John W., ed. Slave Testimony: Two Centuries of Letters, Speeches, Interviews, and Autobiographies. Baton Rouge, LA: Louisiana State University, 1977

Howell, Donna Wyant, I was a Slave Book 5: The Lives of Slave Children, Wash., DC: American Legacy Books, 1998.

Purpose of Materials:

Photocopies of related maps: the area of Maysville or Covington, Kentucky; the Ohio River at Madison or Jeffersonville, IN and old growth forest lands between settlements area of Newport (currently Fountain City)

Richmond, Ben, ed. Reminiscences of Levi Coffin. Richmond, IN: Friends United Press, 1991, IN, Fort Wayne, IN, Detroit, MI, or Ontario, Canada.

Taylor, Jr., Robert M. et al. Indiana: A New Historical Guide. Indianapolis: Indiana Historical Society, 1989. 100, 136, 168.)

http://memory.loc.gov/cgi-bin/map_item.pl. (Indiana rail road map of 1861).

http://www.nationalgeographic.com/features/99/railroad/j1a.html (Kentucky, Indiana, Michigan and Canada map of 1855).

Hole reinforcements to show geographic locations,

Stick-on stars to show geographic locations

1 sheet 11"x17" tan art paper

Set of period clothing that includes a plain pullover shirt and pull-on drawstring pants made from a 100% cotton muslin dyed walnut brown

Sentence writing paper, pencil

Dried corn on the cob as an artifact

craft package of corn husks

Bed quilt as an artifact

http://www.domestications.com/dept.asp (handmade quilts to buy)

Quilt block squares: hand-drawn photocopies of 3x3 one inch blocks
www.amazon.com (go to "quilt coloring)

Set of colored pencils

4" x 6" black paper

glow-in-the-dark stars and one glow-in-the-dark dot for the North Star

photograph of student-can use period clothing and instant camera

glue stick to attach materials to the art paper

Procedures:

1. Take a photo of the student, using period clothing if you can. (Ideally have two sets: one that is worn for the first photo and one that you can wash and wear to simulate wearing for months). Attach this photo to the art paper. Students should write one word that describes how they feel about wearing the period clothing. Attach this to the art paper.

2. Make a recording or read aloud from a primary source that allows a slave child to describe their experience in one of four situations: on the plantation or tobacco farm, traveling in the forest, crossing the Ohio River, or entering a safe house or church. Students should write one word that describes how they feel after hearing this narrative. Attach this to the art paper.

3. Match the situation chosen to the photocopied map that has its corresponding geographical location:

   - the area of Maysville or Covington, Kentucky (plantation or tobacco farm);
   - the Ohio River at Madison or Jeffersonville, IN;
   - old growth forest lands between settlements;
   - area of Newport (currently Fountain City), IN, (Fort Wayne, IN, Detroit, MI, or Ontario, Canada.

   On a photocopy of the map that corresponds to the geographical location, place a star and a reinforcement to indicate this geographical location. Attach this to the art paper.

4. Each situation and geographic location has a corresponding artifact or object:

- dried corn on the cob with corn husks or a corn husk doll;
- "Follow the Drinking Gourd" music or poem http://www.ugrr.org/resource/oralhist/gourd.htm
- African-American secret code quilt or a hand-made color block quilt ; (Tobin, Jacqueline L., and Dobard, Ph.D., Raymond. Hidden in Plain View, A Secret Story of Quilts and the Underground RailRoad. NewYork: Doubleday, 1999.)
- Hand-sewn "new" clothes

5. Allow students to touch and examine this object and then write a sentence about it. Attach this writing to the art paper.

6. Each student will create their own sample of this artifact or object:

   - A simple corn husk doll;
   - Big Dipper and the North Star constellation example. (This is connected to "Follow the Drinking Gourd") http://www.geocities.com/CapeCanaveral/Launchpad/1364/Constellations.html
   - Color a quilt block;
   - Material sample with straight- line hand sewing. Attach this sample to the art paper.
   - Students should write one word describing how they feel after they create their sample. Attach this to the art paper.

Teaching Strategies:

- Students improve listening skills when they listen to recorded readings.
- Students make the connection from an artifact or object to an emotion when they actually make a sample of the object.
- Students simulate being a slave child through making their scrapbook page and discussing it with others.

Assessments (key questions to simulate critical thinking):

Students will share their scrapbook page with another student. They can write a story or describe the new scrapbook page to show what they've learned.

Adaptations and/or Extensions:

Use Indiana Social Studies Academic Standards 3.1.2 or 3.1.3 to provide additional activities.

Other slave songs: http://docsouth.unc.edu/church/allen/menu.html
http://users.massed.net/~tuohy/index.htm

Follow Bobby as he races along the Boston Freedom Trail.
http://www2.lhric.org/pocantico/tubman/gourd1.html

Signs in the Stitching

Karen Anderson
8/24/01
Hall Elementary
Monrovia, IN

Topic (Overall theme): Quilts as Signposts on the Underground Railroad and Underground Railroad routes through Indiana

Classroom sessions or estimated time: 3-5 sessions of 45 minutes each
Prior exposure to literature of the Civil War era, both fiction and nonfiction, would enhance the lesson.

Grade Level(s): 4-5

Purpose:

- To familiarize students with Underground Railroad routes through Indiana
- To introduce students to oral traditions in history
- To allow students to utilize creative expression through art and story-writing

Geography Standards Addressed:

2. How to use mental maps to organize information about people, places, and environments in a spatial context
6. How culture and experience influence people's perceptions of places and regions
9. The characteristics, distribution, and migration of human populations on earth's surface
12. The processes, patterns, and functions of human settlement
13. How the forces of cooperation and conflict among people influence the division and control of earth's surface

<u>Indiana Social Studies Academic Standards addressed:</u>

4.1.11 Describe how changes in politics, immigration, migration, early transportation, and the economy influenced the early growth of the new state of Indiana.
Example: Formation of counties, movement of state capitol from Corydon to Indianapolis, Internal Improvement Act (1836), the 1837 Depression, canal and road

4.1.12 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
Examples: Levi and Catherine Coffin, The Underground Railroad, religious groups, the abolition and anti-slavery movement.

4.1.13 Explain the participation of Indiana citizens in the Civil War. *Examples: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, resistance movements, and women on the home front.*

4.3.2 Estimate distances between two places on a map, using a scale of miles, and use cardinal* and intermediate* directions when referring to relative location. *Cardinal directions: North, south, east, and west *Intermediate directions: Northeast, southeast, northwest, and southwest

4.3.10 On a map, trace the routes and methods of travel used by settlers to reach Indiana, and identify ways in which settlers have changed the landscape in Indiana over the past two hundred years.

4.5.1 Identify ways that social groups* influence individual behavior and responsibilities. *Social group: A group of people who share common goals and interests.
Example: When people belong to a group they usually interact with each other frequently and follow the rules of the group.

4.5.2 Give possible reasons that individuals decide to become members of social groups and give examples of the responsibilities people have when they belong to a group.
Examples: People may join social groups to have fun, be with other people, play a sport or a musical instrument, develop talents, learn new things, help others, work for a particular goal, etc. When individuals belong to a social group, they are responsible for participating in group activities.

4.5.3 Identify the different types of social groups to which people belong and the functions these groups perform.
Example: Social groups may have social, religious, recreational, cultural, educational, service, civic, political, or other functions.

4.5.4 Define the term cultural group*, identify the challenges faced by diverse cultural groups in Indiana history, and give examples of both conflict and cooperation among groups. *Cultural group: A group of people who share common language, religion, customs

4.5.5 Locate and explain the settlement patterns of various cultural, racial, and religious groups in Indiana of the past and present.

4.5.6 Give examples of the impacts of science and technology* on the migration and settlement patterns of various groups. *Technology: The knowledge of how to make things, as well as the invention and development of tools, machines, and skills by humans.
Example: The invention of the steam engine changed the technology of travel and made it easier for immigrants to reach Indiana.

4.5.8 Identify the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, and stories.

4.5.9 Use primary sources, such as artifacts*, interviews, and documents* to acquire information about cultural life in Indiana. *Artifact: A three-dimensional object made by human beings, such as a tool or musical instrument *Document: A two-dimensional object, such as a letter, chart, map, drawing, painting, or photograph

4.5.10 Plan and carry out activities that will contribute to the cultural life of the school and community using museums, theaters, libraries, historical and architectural sites, and other cultural institutions.

Objectives:

1. Students will use primary sources to develop an understanding of Underground Railroad routes through Indiana.

2. Students will be introduced to the tradition of oral histories regarding use of quilts as signposts for these routes.

3. Students will exercise their creativity by designing an original quilt and a written explanation of its meaning.

4. Students will utilize media/technology skills by developing a media presentation of the finished product using a format of his/her choice.

Teacher Background Materials:

Primary Sources

Ayres, Edward L. "The Valley of the Shadow: Living the Civil War in Pennsylvania and Virginia.
http://jefferson.village.virginia.edu/vshadow/vshadow.html
This project interweaves the histories of two communities on either side of the Mason-Dixon line during the era of the American Civil War. It also combines a narrative and an electronic archive of the sources on which the narrative is based.

"Documenting the American South"
http://metalab.unc.edu/docsouth/dasmain.html
University of North Carolina website that provides primary sources on Southern history, culture, and literature from the colonial period through 1920.

Exploring a Common Past: Researching and Interpreting the Underground Railroad. U.S. Department of the Interior, National Park Service, History Office, National Register, History and Education. 1998.
Excellent site for researching the Underground Railroad.

Underground Railroad. Official National Park Handbook, No. 156. Division of Publications, National Park Service, U.S. Department of the Interior. 1996. Excellent outline of the Underground Railroad with good illustrations

The National Underground Railroad Freedom Center. http://www.undergroundrailroad.org/index.asp This is a good site for collaborative learning projects in the classroom

Taking the Train to Freedom—Underground Railroad: Special Resources Study from the National Park Service. http://www.nps.gov/undergroundrr/ Good site for tracing routes taken by fugitive slaves

Jacobs, Harriet A. Incidents in the Life of a Slave Girl. New York: Signet. 2000.

Howell, Donna Wyant. I Was a Slave: True Life Stories Dictated by Former American Slaves in the 1930's Book 1: Descriptions of Plantation Life. Washington, DC American Legacy Books. 1995.
This book is part one of a series of various aspects of slave life. I purchased this book during the UGRR Institute.

Bentley, Judith. "Dear Friend" Thomas Garrett & William Still: Collaborators on the Underground Railroad. Lodestar Books. 1997. Based on correspondence between William Still and Thomas Garrett demonstrating the efforts of the two men to help slaves escape to freedom.

Tobin, Jacqueline L. and Dobard, Raymond G. Hidden In Plain View: A Secret Story of Quilts and the Underground Railroad. New York. Doubleday. 1999. Based on an oral history passed down through the generations and on other research, this book outlines a quilt code by which messages were relayed for slaves escaping on the Underground Railroad.

Sites to Visit

"Follow the North Star" program at Connor Prairie Pioneer Settlement, 13400 Allisonville Rd., Fishers, IN 46038 phone: 317.776.6006 or 1.800.966.1836 http://www.connerprairie.org In this immersion program, older students and adults will portray fugitives attempting to escape on the Underground Railroad.

Colonel Eli Lilly Civil War Museum, Monument Circle, Indianapolis, IN phone: 317.232.7615 http://www.indianacivilwar.org The museum reflects the war experiences of residents from all regions of Indiana.

Levi Coffin State Historic Site, P.O. Box 77, 113 U.S. 27 N, Fountain City, IN 47431 phone 765.847.2432 http://www.waynet.org/nonprofit/coffin.htm This site is the home of Levi Coffin, reputed 'president of the Underground Railroad.'

Menno-Hof Mennonite-Amish Visitors Center, Box 701, Shipshewana, IN 46565 phone 219.768.4117 http://www.mennohof.org/ Although this center reflects the Amish culture, it is an interesting source for information on quilts and quilt patterns.

Making of America webpage http://moa.umdl.umich.edu/ as accessed 8/26/01 at 1:57 PM. Making of America (MOA) is a digital library of primary sources in American social history from the antebellum period through reconstruction.

Quilt Designs, 1100 Chicago Ave., Goshen, IN 46528 phone: 219.534.5111 http://www.quiltdesigns.com/ This shop offers quilts for sale as well as demonstrations of the craft of quiltmaking.

The Lincoln Museum 200 E. Berry St., P.O. Box 7838, Fort Wayne, IN 45801-7838 phone: 219.455.3864 http://www.TheLincolnMuseum.org A good collection of artifacts of the life of Abraham Lincoln, including information regarding the Underground Railroad.

Secondary Sources

"African American Quilting Traditions" http://xroads.virginia.edu/~UG97/quilt/atrads.html Interesting site for quilts specific to African Americans.

"Design a Safe House Floor Plan" http://www.mmhschool.com/teach/ss/adventuresintimeandplace/teachres/weblesson/NY-4-4-3-8-1.html Lesson plan for an Underground Railroad activity by MacMillan/McGraw Hill.

"Geography - Economics Lessons Sweet Clara and the Freedom Quilt" http://www.mcps.k12.md.us/curriculum/socialstd/grade5/Sweet_Clara.html Lots of ideas for lessons on the Underground Railroad.

"Our Virtual Underground Railroad Quilt." Mr. Leahy's Class http://www.beavton.k12.or.us/Greenway/leahy/ugrr/index.htm Class project on the Underground Railroad and a virtual quilt they created.

BEST COPY AVAILABLE

"Paint a Quilt." "Teacher's Stuff" from the Michigan Historical Center. http://www.sos.state.mi.us/history/museum/techstuf/civilwar/quilt.html A lesson plan for creating an Underground Railroad quilt, including background information.

"The Underground Railroad" http://tlc.ai.org/undergro.htm Page of links by the K-12 teaching and Learning Center.

American Memory Library of Congress Selected Civil War Photographs. http://memory.loc.gov/ammem/cwphtml/cwphome.html Site contains links to photographs of the Civil War.

Asante, Molefi K. Historical and Cultural Atlas of African Americans. New York: MacMillan. 1992. An excellent resource for all aspects of African American culture.

Bonesteel, Georgia. Lap Quilting With Georgia Bonesteel. Another good source for quilt designs and patterns.

Brackman, Barbara. Encyclopedia of Pieced Quilt Patterns. American Quilters Society. 1993. Good source for patterns.

Herbert, Janis. The Civil War for Kids: A History with 21 Activities. Chicago: Chicago Review Press. 1999. Good source of activities to use with kids

http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/contents.htm This site was produced as a distance learning project for the U.C. Davis Division of Education. Although it is no longer updated, it contains links to lots of information regarding the Underground Railroad.

http://ericir.syr.edu/Virtual/Lessons/crossroads/sec3/gr4/unit6/u6-G4-HEAD.html Lesson plan for the Civil War.

http://womenfolk.com/grandmothers/civilwar.htm Interesting article about use of quilts during the Civil War era.

King, David C. Civil War Days: Discover the Past with Exciting Projects, Games, Activities, and Recipes. New York: John Wiley and Sons. 1999. Another good source of activities to use with kids.

Leahy, David. "Underground Railroad" Teacher resources. http://www.beavton.k12.or.us/Greenway/leahy/ugrr/resource.htm Self-explanatory.

Multnomah County Library Homework Center African American Sites. http://www.multnomah.lib.or.us/lib/homework/aframhc.html#underRR Numerous links to sites regarding African American history and culture.

The Civil War Home Page http://www.civil-war.net/ Links to Civil War sites.

The North Kenwood/Oakland Charter School resents A Gateway to African American History - SLAVERY TIMES
http://charter.uchicago.edu/AAH/slave.htm
Links to websites on slavery and related topics.

Themes: The Underground Railroad. Connecting Students. http://www.connectingstudents.com/themes/ugrr.htm **Numerous links to sites regarding the Underground Railroad.**

Thomas, Velma Maia. Freedom's Children: the Passage from Emancipation to the Great Migration. New York: Random House. 2000 An excellent interactive book with facsimiles of original documents

Wayne, Renee Lucas. "Threads of history? Researcher says encoded quilts signaled slaves along the Underground Railroad" http://www.philly.com/packages/history/life/railroad/FCOV02.asp Article regarding quilts as symbols on the Underground Railroad.

Fiction

Beatty, Patricia. Who Comes With Cannons? Greenwillow Books. 1992. In 1861 twelve-year-old Truth, a Quaker girl from Indiana, is staying with relatives who run a North Carolina station of the Underground Railroad, when her world is changed by the beginning of the Civil War.

Brill, Marlene Targ. Allen Jay and the Underground Railroad. First Avenue Editions. 1993. Recounts how Allen Jay, a young Quaker boy living in Ohio during the 1840s, helped a fleeing slave escape his master and make it to freedom through the Underground Railroad.

Carbone, Elisa. Stealing Freedom. Knopf: 1998. This story is based on the events in the life of a young slave girl from Maryland who endures all sorts of mistreatment but eventually escapes to freedom in Canada.

Hopkinson, Deborah. Sweet Clara and the Freedom Quilt. New York: Random House. 1995. Clara's quilted map helped many slaves find their way to freedom in Canada.

Houston, Gloria. Bright Freedom's Song: A Story of the Underground Railroad. Silver Whistle. 1998. In the years before the Civil War, Bright

discovers that her parents are providing a safe house for the Underground Railroad.

McKissack, Patricia. A Picture of Freedom: The Diary of Clotee, a Slave Girl. Belmont Plantation,1859 (Dear America : 5) Scholastic Trade. 1997. Story of the life of a slave girl in a journal format.

Smucker, Barbara. Runaway to Freedom: A Story of the Underground Railway. Harper. 1979. This story of escape from Mississippi to Canada by Julilli and Liza is based on first-hand experiences found in the narratives of fugitive slaves; on a careful study of the Underground Railroad routes; and on the activities of two Abolitionists: Alexander M. Ross of Canada and Levi Coffin of Ohio.

Turner, Glennette Turner. Running for Our Lives. Holiday House. 1994. A family of fugitive slaves becomes separated while escaping to freedom on the Underground Railroad.

Vande Velde, Vivian. There's a Dead Person Following My Sister Around. New York: Puffin. 2001. Eleven-year-old Ted becomes concerned when his five-year-old sister, Vicki, claims to have seen two female ghosts. He later learns their house was once a stop on the Underground Railroad.

Winter, Jeanette. Follow the Drinking Gourd. Knopf. 1992. By following the directions in a song, "The Drinking Gourd", taught them by an old sailor named Peg Leg Joe, runaway slaves journey north along the Underground Railroad to freedom in Canada.

Wright, Courtni C. Journey to Freedom: A Story of the Underground Railroad. Holiday House. 1997. Joshua and his family, runaway slaves from a tobacco plantation in Kentucky, follow the Underground Railroad with Harriet Tubman as their guide to freedom.

Purpose of Materials:

In this lesson, the teacher acts as a facilitator for students as they research the topics related to the dual theme of Underground Railroad routes through Indiana and quilts as signposts on these routes. By becoming familiar with the Civil War era in general and the Underground Railroad specifically, the teacher is better able to assist the students in their search for resources and in examining the validity of the information they find.

The teacher should be aware that while several of these resources are appropriate for students, some are more suited for use by the teacher as background information.

Procedures: The instructor (teacher or media specialist) will assign each student to a small group or to a partner. The instructor should suggest that the group members/partners divide the research topics among themselves, then meet to share the results. The students will collaborate on the quilt design and the presentation.

There are five main components to the lesson. The tasks for each step may be accomplished during class time, as "homework," or a combination.

1. The students will be instructed to use sources such as maps and written accounts to research known Underground Railroad routes (through their state, if possible). They will choose one route and note its length as well as major cities and landforms along the way.

2. The second task is for the students to research the various uses of quilts during the Civil War era (allow them to use fiction as well as nonfiction). Point out that although the symbolism varies from one region to another, they should try to find some generalizations. The students should note that individual aspects, such as the color, number and placement of stitching or knots, a pattern, or the placement of a quilt may have had its own significance.

3. The third component is for the student group to choose patterns (or design their own) for nine quilt blocks. For each of them, they students will establish a meaning and how it relates to the route they have chosen. The group should make a rough sketch arranging your blocks into a quilt three blocks wide and three blocks long.

4. Now the groups will make a quilt. Students should be allowed to choose whether they accomplish this by drawing or painting their design, by using construction paper or gift wrap and gluing pieces together, or by making the quilt from fabric. (The teacher may want to limit choices depending on the amount of time available to complete the lesson.)

5. The students will be sharing their 'stitched signpost' with others through a media presentation. Some suggested media for the presentation include a PowerPoint or HyperStudio project, a video, an oral documentary, or a written document. If the students have another idea for their presentation, allow them to discuss it with you.

Presentations may be done within the class, before a larger group including students, parents, and community members, as a display or website, or in any other manner by which their work may be shared.

Teaching Strategies: This lesson is planned to be presented as a WebQuest, Which may be presented by the classroom teacher or the media specialist.

BEST COPY AVAILABLE

- Media/ technology skills are integrated, as are fine arts, literature, and creative writing.
- The teacher may choose to print out the lesson from the web and present each step as a separate lesson.
- The teacher may choose to assign the lesson to individual students as an enrichment extended research project.
- This lesson may be presented by a team of teachers including the teachers for art, language arts, social studies, library/media, etc. Spirituals and other songs of the area may by presented by including the music teacher.

Assessments (key questions to simulate critical thinking):

It is essential that the students are made aware of the expectations for the lesson and the final project early in the process. This allows the students to budget their time to plan and carry out the required tasks and meet the established deadlines.

For students, self-evaluation is a valuable experience which allows them to reflect on their thought processes and their work throughout the project. This evaluation may be accomplished through strategies such as checklists, a rubric, or daily journaling activities.

The teacher should evaluate the daily progress of the students and their effectiveness in working with others as well as the final product. Suggested strategies for teacher evaluation are periodic conferences/interviews, daily observation, checklists, or a rubric.

Adaptations and/or Extensions:

This lesson may be modified for younger students or those who have special learning needs. For example, routes through Indiana may be presented by the teacher rather than researched by the students. The teacher may choose to have each student complete one block, then combine them into a class quilt.

"Signs in the Stitching" may be used by the teacher as a culminating activity for a longer unit of study of the Civil War.

Students may find it interesting to investigate the use of quilts and the development of quilt patterns throughout various time periods in United States history and the teacher may want to use quilts as an underlying year-long theme.

Secondary teachers of Indiana History, Geography, or United States History may use "Signs in the Stitching" by examining Underground Railroad routes in all areas of the United States.

By its nature, of a WebQuest integrates media/technology skills including conducting research through online and traditional methods, as well as presentation skills. This thematic lesson also integrates curricular areas of literature, language arts, and creative writing as well as fine arts.

Silent Signals

Eve Ensley
7/24/01
Ball State University (Student)
Muncie, IN

Topic (Overall theme): Signs of the Underground Railroad

Classroom sessions or estimated time: 3-40 minute periods

Grade Level(s): Third

Purpose:

- To peak children's interest about the Underground Railroad
- To address misconceptions about the Underground Railroad
- To use children's literature to learn about the signs of the Underground Railroad

Geography Standards Addressed:

Places and Regions: #4; #6
Human Systems: #10; #12; #13;
Environment and Society: #15
The Uses of Geography: #17

Indiana Social Studies Academic Standards addressed:

3.1.4
3.1.5
3.1.7
3.5.1

Objectives:

Students will be able to:

- Discuss the frustrations of navigating the Underground Railroad.
- List the symbols and signs used to communicate on the Underground Railroad.

- Describe the signs used on the Underground Railroad.
- Apply what they have learned about the signs of the Underground Railroad to the extension project.

Teacher Background Materials:

Children's Books

Bial, Raymond. The Underground Railroad. Houghton Mifflin, 1995.

Hopkinson, Deborah. Sweet Clara and the Freedom Quilt. A. Knopf, 1995.

Lawrence, Jacob. Harriet and the Promised Land. Simon and Schuster for Young Readers, 1993.

Levine, Ellen, and Williams, Richard. If You Traveled on the Underground Railroad. Scholastic, 1988.

Rappaport, Doreen. Freedom River. Hyperion Books for Children 2000.

Riggio, Anita. Secret Signs. Boyds Mills Press, 1997.

Smucker, Barbara. Runaway to Freedom: A Story of the Underground Railroad. Harper &Row, 1979.

Winter, Jeanette. Follow the Drinking Gourd. Knopf, 1988.

Adult Books

Hanson, Ellen. The Underground Railroad. Discovery Enterprises, 1995. Weaving a Network of Freedom: Proceedings of the Second Kentucky Underground Railroad Symposium. Education, Arts and Humanities Cabinet, 1999

Tobin, Jacqueline, L., and Dobard, Raymond, G. Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad. Anchor Books, 1999.

Web Sites

http://www.cr.nps.gov/nr/travel/underground/

http://www.nationalgeographic.com/features/99/railroad/j4.html

http://www.statelib.lib.in.us/WWW/ihb/terrain.html

http://www.cr.nps.gov/nr/travel/underground/

http://www.historychannel.com

http://quest.arc.nasa.gov/ltc/special/mlk/gourd2.html

http://home.columbus.rr.com/bradshaw/UNDERRR/page_4.htm

http://www.spartacus.schoolnet.co.uk/USASunderground.htm

http://www.worldbook.com/fun/aajourny/html/bh040.html

http://www.undergroundrailroad.org/index.asp

http://www.nps.gov/undergroundrr/

http://www.ugrr.org

http://www.nationalgeographic.com/features/99/railroad/

http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/title.htm

Purpose of Materials:

- Children's Book
  Secret Signs
  Sweet Clara and the Freedom Quilt
  Freedom River
  Follow the Drinking Gourd
  Runaway to Freedom
- Green, Red, Yellow Stars
- Facsimiles- quilts, lanterns, constellation pictures, pictures of free Blacks, spirituals

Procedures: (This lesson should be implemented only after an introductory/ overview lesson on the Underground Railroad.)

Engagement:

1. Begin by playing an Underground Railroad game.

2. Give one student a green star and have he/she place it in his/her palm. (This student represents a conductor on the Underground Railroad.)

3. Give two students yellow stars and have them place them in their palm. (These students represent the free Blacks who helped the slaves on the Underground Railroad.

4. Give three students red stars and have them place them in their palm. (These students represent the slave catchers.)

5. The rest of the students represent the slaves and do not receive any stars.

6. The objective of the game is for the slaves to get to the North (designated spot in the classroom) by trying to find out who the conductor is. If the slaves find the slave catchers, they are taken back to the South (the student's seat). The free Blacks help the slave locate the conductors. (If a student finds a free Black, he/she can stay in the game and continue looking for the conductor.)

7. After the students have played the game, encourage the students to take part in a discussion. Use the following questions as prompts:

   - How did you determine who the conductor was?
   - How did you feel when you were caught by the slave catcher?
   - What would have helped you find the conductor?

Exploration:

1. Split the class into groups of four or five.

2. Have each group choose a book about the signs of the Underground Railroad. The following is a list a books that could be used:

   - *Sweet Clara and the Freedom Quilt*
   - *Secret Signs*
   - *Follow the Drinking Gourd*
   - *Freedom River*
   - *Runaway to Freedom: A Story of the Underground Railway* by Barbara Smucker

3. Have each group read the story.

4. As students read their stories, have them pay attention to the ways slaves and others communicated along the Underground Railroad.

5. After reading the story, have the students answer the following questions:

   - What sign was used in the book?
   - How was it used to help the slaves along the Underground Railroad?

- What are the advantages and disadvantages of the type of communication used in the story?

6. Show students facsimiles of some of the signs on Underground Railroad.

7. As a group, have students pick one of the extension activities to culminate the lesson.

Teaching Strategies: Whole group; small group; interdisciplinary instruction in literature, history, and geography

Assessments (key questions to simulate critical thinking):

Were students able to:

- Discuss the frustrations of navigating the Underground Railroad?
- List the symbols and signs used to communicate on the Underground Railroad?
- Describe the signs used on the Underground Railroad?
- Apply what they have learned about the signs of the Underground Railroad to the extension project?

This should be assessed through small group and Individual observation.

Students should also be evaluated on their quality of participation in both the discussion and the culminating activity.

Adaptations and/or Extensions:

- Have students make a class quilt that communicates a message similar to the way quilts were used during the Underground Railroad.
- Teach tessellation's in quilt patterns
- Discuss constellations using the Big Dipper and the North Star as a springboard
- Make a "Choose your own Adventure" game with *PowerPoint, Dreamweaver, Flash,* or a web page
- Analyze the meaning of Spirituals
- Write your own spirituals

Simulated Underground Railroad Experience - Part A (Culminating activity of a 3 week unit)

Sandy Frasch (In collaboration with Kim Markley)
July 24, 2001
Williamsport Elementary

Topic (Overall theme): Traveling the Underground Railroad

Classroom sessions: 60-70 minutes (must have prior knowledge of URR and related vocabulary)

Grade Level(s): 4

Purpose: Exploring the emotional, physical, and intellectual experiences of traveling the Underground Railroad. (Music, Physical Education, and classroom integration)

Geography Standards Addressed: 9, 12, 13- human systems, 15-environment and society

Indiana Social Studies Academic Standards addressed:

4.1.12-Civil War Era
4.1.16-growth and development
4.1.25- comprehension, analysis, and interpretation
4.2.9-roles of citizens
4.3.10-human systems
4.5.7-individuals, society and culture

PE Standards:

4.5.1 (Standard 5)-Work cooperatively with others to obtain a common goal
4.6.1 (Standard 6)-Explore the role of culture
4.7.1, 4.7.2, 4.7.3 (Standard 7)-participation, interaction, and social challenges
4.1.1-demonstrate mature movement patterns

Objectives:

- While traveling through a simulated UGRR, students will apply the skills of balance, climbing, crawling, pulling, pushing, rolling, and walking through different pathways and levels while moving through the obstacle course.
- Students will maintain complete silence and cooperate by assisting each "slave" to complete the obstacle without ringing the attached bells.
- Students will travel North by locating and following the North Star.

Teacher Background Materials:

Websites::

http://www.lyris.sportime.com 07-24-01-click on PE Talk- This site is where the original idea for the URR obstacle course was found.

http://www.connerprairie.org 07-01-01- interactive activity location/ educational materials

http://www.nps.gov/undergroundrr –National Park Service information on the URR

Books:

Winter, Jeanette. Follow The Drinking Gourd. New York: Dragonfly Books, 1998.

McGovern, Ann. "Wanted Dead or Alive" The True Story of Harriet Tubman (original title: Runaway Slave). New York: Scholastic, 1965.

Douglas, Frederick. Narrative of the Life of Frederick Douglass. Boston: Published at the Anti-Slavery Office, 1845.

Howell, Donna Wyant. I Was A Slave: Book 1: Description of Plantation Life. Washington DC: American legacy Books, 1995.

Videos:

Follow the Drinking Gourd. Video. Rabbit Ears, 1992. 30 minutes.

Harriet Tubman. Video. Nest Entertainment, 1996. 30 minutes.

Purpose of Materials:

1. Various pieces of equipment to create a simulated journey on the URR. Example: Balance Beam (log); Climbing Ladder (wall); Tunnel, etc. *See attachment

2. Bells and String: Bells are tied to each piece of equipment. Students must complete station without ringing the bells.

3. Full Size Black Sheet: Cut holes in the sheet in the pattern of the Big and Little Dipper. Hang the sheet at the North end of the gym.

4. Trouble Light: This light is hung behind the sheet in the darkened gym as the only source of light. Students follow the illuminated North Star.

5. Tape: A tape of howling dogs and voices yelling is played for effect as they begin their journey.

6. Lanterns (2): These lanterns are used to signal the "all clear" to conductors who are leading their group to freedom.

7. Tape: A tape of spirituals or songs such as: "Follow the Drinking Gourd", "Steal Away", and "Swing Low Sweet Chariot". This tape will play softly in the gym during the entire journey.

***The 5th graders from the previous year are the conductors, stationmasters, slave catchers, slave overseers, and lantern people.

1. Station Masters: (1 person per each station) Example: Balance Beam: Kayla: This person would whisper to the conductor, "Walk across the log-do not leave anyone behind-remember not to ring the bells.

2. Slave Catchers: (2 people) These students hide and circulate through the URR as they listen for a bell to ring. They usually wait for the second ringing of a bell before capturing the group and returning them to the plantation. **Select students who will understand that all students should not be captured-probably 2-3 groups.

3. Slave Overseers: These students remain in the classroom (plantation) with a classroom teacher. When students (slaves) are returned to the plantation, the overseers make them wash desks, clean cupboards, straighten bookshelves, etc.

4. Conductors: Each conductor is assigned 4 slaves to lead to freedom. They wait for the signal from the lantern people that all is clear before starting their people on the URR journey.

5. Slaves: Pre-assign 4 slaves per conductor. Teacher will send the conductor to pick-up slaves who will follow their conductor during the entire journey. Conductors and slaves must remain together and remain at each station until all have safely made it through the obstacle. The group then moves to the next station on the route.

Procedures:

***Before beginning this activity, students should know the terms listed above. They should be instructed to be very quiet; listen to their conductor; be responsible for everyone in their group. If one person is captured, the entire group will be returning to the plantation.

The lantern person signals the 1st conductor by swinging the lantern. This conductor leaves the 5th grade room and travels to 4th grade to pick-up his group. They proceed to the gym and wait(hiding quietly outside the gym until teacher has them enter. Upon entering, they proceed to the first station where the stationmaster whispers directions to the conductor. The group continues through the URR. When the first group is ½ way through, the teacher signals to the lantern person who signals the next conductor to begin.....

After crossing the Ohio River, students wait in the hall for the next lantern person to signal for them to go on to Cabin Creek. PART B.

**The groups that are captured will be given a second chance to complete the journey. They should not be told about the 2nd chance until after they have worked on the plantation. I send for them after all other groups have finished.

Assessments:

After completing part B, students return to classroom and gym for assessment and discussion.

Gym Assessment: (group)

In the groups used to travel the route, students discuss and complete a checklist as follows:

1. During your journey, discuss how your group helped each other using cooperation and problem solving. Did your group use these life skills?

2. Did everyone safely make it through the URR: (participation)

3. Choose 3 stations on the URR. What part of the journey could these obstacles have represented? Example: The ladder may have represented climbing over a wall or fence

Adaptations and/or Extensions: Adaptations:

- Any piece of equipment may be used to design the obstacle course.
- Black paper may be used instead of a sheet for the Big and Little Dippers.
- Adapt as closely as possible to allow for movement through the obstacle course. Example: A child in a wheelchair could go around the obstacles.
- If this is the first year to use this idea, an older class could be trained on how to run the stations and other jobs.

Extensions: The above lesson allows slaves to reach Indiana. The next step would be to travel from Indiana to Canada by mapping a route, estimating mileage and determining how many laps in the gym would equal the distance between each station on their route. Students would jog the first 5 minutes of each class and record the number of laps for the class. As the class acquired enough laps to reach a station on their route, a marker would be placed on the map. Students could then follow their journey to Canada.

Resources:

Pamphlets:

Second Baptist Church of Detroit. Abbreviated History by Nathaniel Leach. 441-461 Monroe Ave., Detroit, Michigan, 48226.

Levi Coffin House State Historic Site. An Underground Railroad Station. Lesson Plan for Grades K-12. 113 US 27 North, Fountain City, IN., 47341.

Books:

Coffin, Levi. Reminiscences of Levi Coffin. Cincinnati: Western Tract Society, 1876.

Websites: www.Connerprairie.org.

Government Publication:

U.S. Department of the Interior. National Park Service Handbook. Underground Railroad. Washington, D.C.

Simulated Underground Railroad Experience – Part B (Culminating activity of a three week unit)

Kim Markley (in collaboration with Sandy Frasch – part A)
July 24, 2001
Williamsport Elementary

Topic (Overall theme): Traveling the Underground Railroad

Classroom sessions: 60-70 minutes (must have prior knowledge of URR and related vocabulary)

Grade Level(s): 4

Purpose: Exploring the emotional, physical, and intellectual experiences of traveling the Underground Railroad. (Music, Physical Education, and classroom integration)

Geography Standards Addressed:

1- spatial terms, 6 – places and regions, 17 – uses of geography

Indiana State Social Studies Standards Addressed:

4.1.12 – The Civil War era
4.3.2 – world in spatial terms
4.3.4 – places and regions

Teacher Background Materials:

Books:

Douglas, Frederick. Narrative of the Life of Frederick Douglas. Boston: Published at the Anti-Slavery office, 1845

Howell, Donna Wyant. I Was a Slave (series of books by the same author) American Legacy Books

Book 1: Descriptions of Plantation Life. 1995
Book 5: The Lives of Slave Children. 1998
Book 6: Slave Auctions. 1999

McGovern, Ann. "Wanted Dead or Alive" The True Story of Harriet Tubman. (Original title: Runaway Slave) New York: Scholastic, 1965

Winter, Jeanette. Follow the Drinking Gourd. New York: Dragonfly Books, 1998

Purpose of Materials:

Computer Program: Riding to Freedom on the Underground Railroad. "Our Indiana Heritage Staff", Kokomo Center Township. (Interactive simulation)

Web Site: http://puzzlemaker.com/ (makes crossword puzzle)

Videos: Follow the Drinking Gourd. Rabbit Ears, 1992 (30 min.) Harriet Tubman. Nest Entertainment, 1996. (30 min.)

Additional Equipment/ Materials:

- Wooden box - 2½ ft. x 3 ft. x 2 ft. 8 in. (for use at the Henry Box Brown activity)
- Barrel – approx. 40 gallon. (for use at the barrel activity)
- Harriet Tubman booklet – see attachment #1
- Video Response form (to be used while watching the videos) – see attachment #2
- Henry Box Brown story – see attachment #3
- 2 computers in the classroom
- Brown paper sacks – to be torn into letter size pieces
- Pencils, scissors, stapler, crayons

Procedures:

After completing the Underground Railroad obstacle course in part A, students "arrive" at Cabin Creek (a black settlement in southern Indiana) where they will rotate through a series of activity stations to further enhance their knowledge and Underground Railroad experience. There are 6 stations. (Each station is manned by a fifth grade student who has been through the activities the previous year.) A description of each activity follows.

Henry "Box" Brown Station: Students listen to the oral reading of the Henry "Box" Brown story (see attachment #3). They then take turns getting into the box to experience the cramped quarters he endured during his shipment north.

Video Station: Students will watch one of the two videos (both if time permits). They will use the video response form (attachment 2) to help them focus on the information presented. This is used as an assessment component (all questions have been thoughtfully responded to).

Computer Station: (2 activities) At one computer, students use the interactive program. At the other, they will create a crossword puzzle using Underground Railroad terms and definitions. Guidelines for the puzzle are located at this station as it is an assessment piece (definition of terms).

Barrel Station: Students get in a barrel to experience the conditions slaves endured while traveling north.

Booklet Station: Students will cut, color, and assemble a booklet about Harriet Tubman (see attachment #1). This also is used as an assessment (following directions, sequencing, illustrations are representative of text).

Letter Writing Station: This activity is the last one the students do. They will use a piece of the brown paper sack to write a letter to family and friends they left behind. They are to write about the emotions they experienced as they traveled through the obstacle course, what it feels like to reach a place of freedom and also, how it feels to have left behind their loved ones knowing they may never see them again. This is an assessment for writing a friendly letter (parts of a letter, proper locations of the various parts, complete sentences, punctuation, capital letters, etc.)

Assessments:

See computer station, video station, and letter writing station under the procedure category.

Adaptations and/or Extensions:

Extension

1. Once the students have reached Cabin Creek they need to continue their travels to Canada. Using an outline map, students would label the location of Cabin Creek, the Ohio and Wabash River, Levi Coffin's home, Second Baptist Church in Detroit, Michigan, Detroit River, Sandwich Baptist Church in Windsor, Canada. The map should also include a compass rose and Indiana's neighboring states. Students will use atlases to estimate the mileage between each of the locations. They will take the maps to the gym to be used in their physical education class (part A, adaptations and extensions). The completed map would be an assessment.

2. Journal Writing – Students will respond to the following question in their writing journals.

How would you feel about people that had enslaved your ancestors?

Resources:

Pamphlets:

Second Baptist Church of Detroit. Abbreviated History by Nathaniel Leach. 441-461 Monroe Ave., Detroit, Michigan, 48226.

Levi Coffin House State Historic Site. An Underground Railroad Station. Lesson Plan for Grades K-12. 113 US 27 North, Fountain City, IN., 47341.

Books:

Coffin, Levi. Reminiscences of Levi Coffin. Cincinnati: Western Tract Society, 1876.

Websites: www.Connerprairie.org.

Government Publication:

U.S. Department of the Interior. National Park Service Handbook. Underground Railroad. Washington, D.C.

Spirituals

Rosemary Thomas
July 24, 2001
Our Shepherd Lutheran
Indianapolis, IN

Topic (Overall theme): Underground Railroad via spiritual and text

Classroom sessions or estimated time: Five 45 minute sessions

Grade Level(s): 4th Indiana History

Purpose:

- To realize the significance in the Negro spirituals concerning the Underground Railroad
- To realize the cultural, geographical, historical, physical, and Psychological aspects involved in the Underground Railroad

Geography Standards Addressed:

I. How to use maps---and technologies.
6. How culture-----influence
10. The characteristics-----cultural mosaics.
12. The processes-------settlement.
14. How human actions---.
17. How to apply ------past.

Indiana Social Studies Academic Standards addressed:

- Trace historical periods, places, people, events, and movements which led to Indiana as a state.
- Explain roles of various individuals, groups, and moments in social conflicts leading to Civil War.
- Identify the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts and stories.

Objectives:

Upon completion of the activities, the student will:

- Know Indiana's position in being a free state.
- Be familiar with the process of the Underground Railroad
- Be able to locate places involved with the Underground Railroad on Indiana and United States Maps.
- Recognize the significance of the Underground Railroad in the spirituals.

Teacher Background Materials:

- Knowledge of purpose , intent, and location of Underground Railroad
- Knowledge of spirituals related to Underground Railroad

Bibliography

"A Divided Nation." Indiana. Macmillan McGraw,1997. Fourth grade textbook

Blockson,Charles. "Underground Railroad." National Geographic July, 1984.

Adult background.

Boomhower,Ray."Levi Coffman:President of the Underground Background." Traces, Summer:1997. Highlights of a Hoosier conductor

Clifford,Eth, and John McMcDowell.Freedom Road . Crossing the Ohio River

Crump, Claudia. Hoosier Heritage. Newark: Silver Burdett, l992. Fourth Grade Textbook

Exploring the Common Past;Researching and Interpreting the Underground Railroad. Washington,D.C.: National Park Services, 2000.

Article on spirituals

Hamilton, Virginia. Many Thousand Gone. New York: Scholastic, l993. Reference for teachers and pupils

Levine, Ellen. If You Traveled on the Underground Railroad. New York:Scholastic,l993. Information for children

Rappaport, Doreen. Freedom River. New York: Hyperion Books for Children,2000. Children Literature

Ringgold, Faith. Aunt Harriet's Underground Railroad in the Sky. New York: Scholastic,1991. Children's Literature for enjoyment and learning

Savarino, Malia. "The Underground Railroad". Outdoor Indiana Nov/Dec 2000. Hoosier information

Schmid, Will. "World Music Drumming: A Cross Cultural Curriculum." Hal Leonard Corp.,l998. Idea for music from Dr. Richard Parker, Taylor University

"The 1851 Constitution and the Negro Register." Indiana Historical Bureau Feb.1993. Facts on law

Underground Railroad. Washington,D.C. Division of National Park Service 1998. Teacher information

Wisehart, Randall. Luke's Summer Secret..

Materials

- Textbook and Constitutions of Indiana
- Computer to research
- http://www.ket.org/underground/resources/music
- Indiana maps and U.S. maps with Underground Railroad routes
- Copies of spirituals such as:
  "Follow the Drinking Gourd"
  http://www2.lhric.org/pocantico/tubman/gourd.htm
  "Go Down Moses"
  "Swing Low, Sweet Chariot"
  "This Train"
  "Chariot's a Coming"
  "Good News, Neighbor"
  "Nobody Knows the Trouble I See"
- Transparency of maps for teacher
- Transparency markers for laminated maps
- Blank laminated Indiana and United States map or blackline maps for students
- Selected literature listed
- Overhead projector
- Material for drums, banjo, and spoons
- Indiana maps and U.S. maps with Underground Railroad routes
- Copies of spirituals such as "Drinking Gourd"; "Go Down Moses"; "Swing Low, Sweet Chariot"; "This Train"
- Marker
- Blank IN maps
- Indiana History textbook

- Selected literature such as Drinking Gourd, Aunt Harriet's Underground Railroad in the Sky, If You Traveled on the Underground Railroad, Luke's Summer Secret

Purpose of Materials:

- Markers for indicating Underground Railroad routes on laminated maps
- Transparency maps for teacher to use on overhead
- Indiana history textbooks for reading and reference to Indiana position as a free state
- Spirituals for singing and research
- Literature for enjoyment and reference

Procedures:

- Pre-activity- Make instruments : drums(oatmeal boxes), spoons, and banjo (cigar box qnd rubber bands).
- Sing spirituals listed earlier and express rhythm and beat.
- Analyze selected spirituals on word maps.
- Continue singing and expressing spirituals.
- Read material in text concerning Indiana's position as a free state and the Underground Railroad.
- Read Luke's Summer Secret to the class.
- Using children's literature and web sites read for understanding concerning the Underground Railroad.
- Construct a time lline from 1827-1860's concerning Underground Railroad and Indiana's revisions to the constitution.
- Using laminated maps locate Underground Railroad routes by cities and counties.
- Conclusion: Role play slaves and conductors on the Underground Railroad with simulated stations while continuing singing of spirituals.

Teaching Strategies:

- Group activity of singing spirituals
- Analyze spirituals by word mapping
- Time lines for events
- Interpreting events listed in text
- Hands on construction of instruments
- Researching web for Underground Railroad material
- Role playing

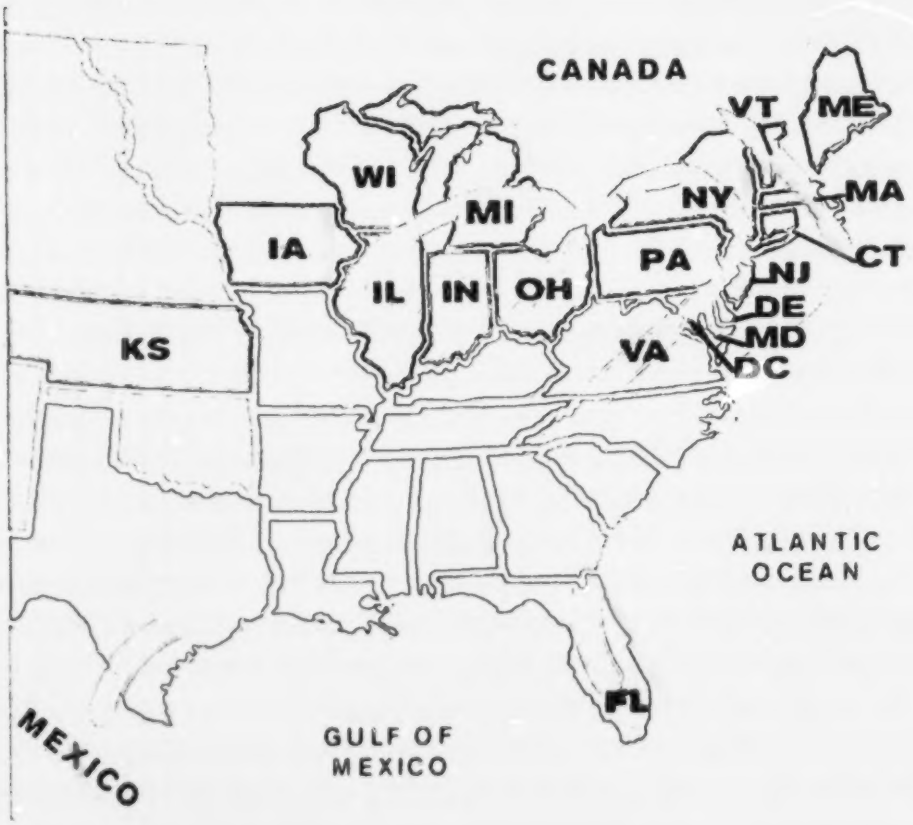
Assessments (key questions to simulate critical thinking):

- Choose a position either for helping slaves or ignoring the slaves. Describe in a paragraph your position.
- Analyze the meaning in your favorite spiritual.
- Indicate an Underground Railroad route.

Adaptations and/or Extensions:

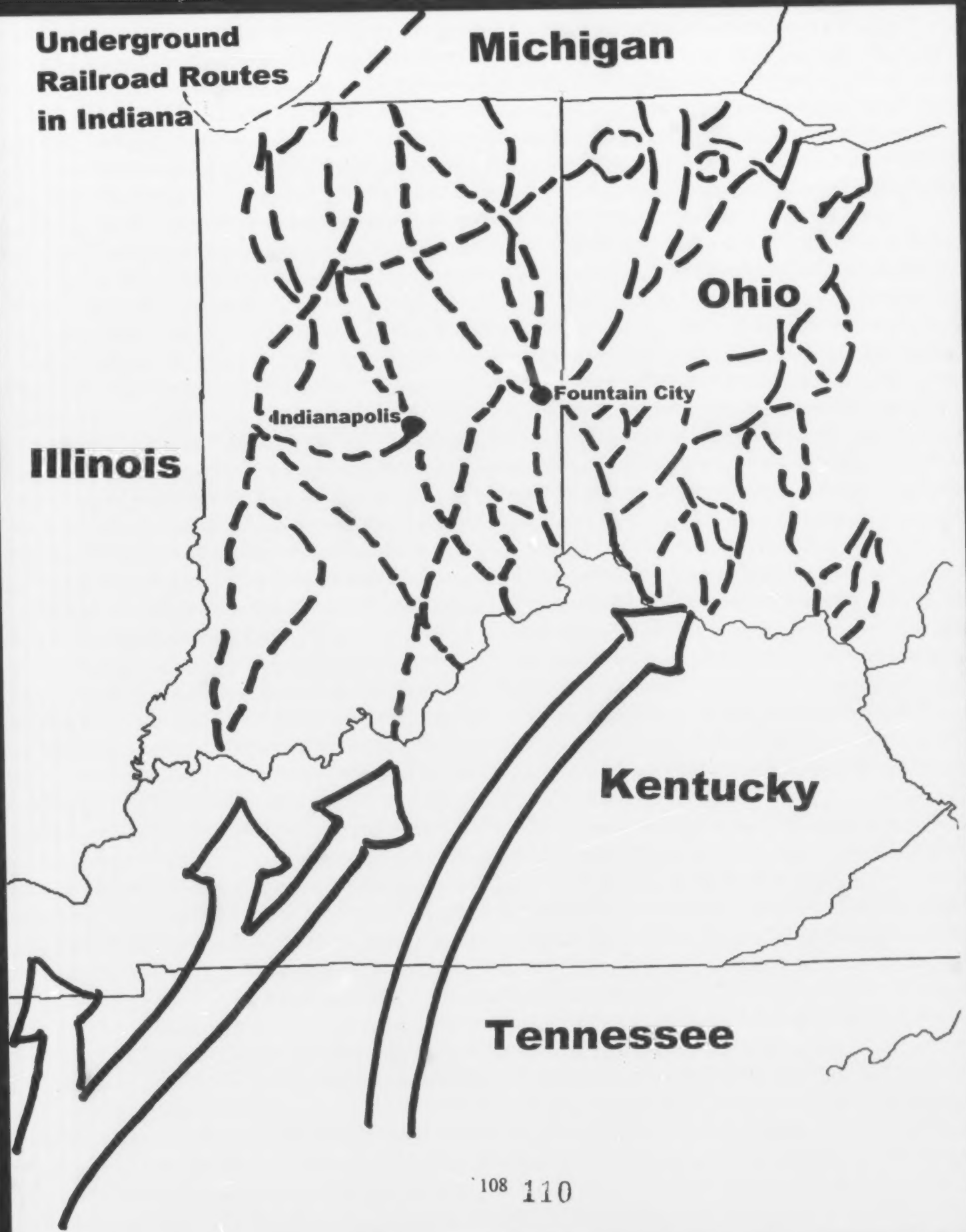
- Select a spiritual and write your own lyrics.
- Write a journal in the first person of traveling on the Underground Railroad from Eagle Hollow, Kentucky through Madison, Indiana and Indianapolis to Windsor, Ontario, Canada.
- Check the list of web sites and select three and write a paragraph on each sites.

Attachment 1 – Map of Major Trails to Freedom



BEST COPY AVAILABLE

Attachment 2: Outline Map of Indiana


Underground
Railroad Routes
in Indiana
Michigan
Ohio
Fountain City
Indianapolis
Illinois
Kentucky
Tennessee

That's Not Fair!! Human Rights Violations during the 1800s

Kay Korty
July 24, 2001
Hall Elementary
Monrovia, IN

Topic (Overall Theme): Human Rights violations during the 1800s.

Classroom sessions or estimated time: 5 sessions of 45 minutes each

Grade Level(s): 4 or 5

Objectives:

- Promotion of higher order thinking skills
- Students will use primary resources to develop an understanding of the history of African Americans in Indiana and the Underground Railroad
- Students will display a knowledge of human rights ideas
- Students will be introduced to the effect of migration on Indiana history

Teacher Background Materials:

Teacher Resource List:

Coffin, Levi. *Reminiscences of Levi Coffin: The Reputed President of the Underground Railroad.* New York: Augustus M. Kelley Publishers, 1968.

Crenshaw, Gwendolyn J. *Bury Me in a Free Land: The Abolitionist Movement in Indiana 1816-1865.* Indianapolis: Indiana Historical Bureau, 1993.

Student Reading List:

Adler, David A. *A Picture Book of Harriet Tubman.* New York: Holiday House, 1992.

Belcher-Hamilton, Lisa. "The Underground: The beginning of Douglass's Journey." *Meeting Challenges.* Dubuque, Iowa: Kendall/Hunt Publishing Company, 1993.

Bial, Raymond. *The Underground Railroad*. Boston: Houghton-Mifflin Company, 1995. Photographs of sites, eastern US map with routes, anecdotes, timeline.

Ferris, Jeri. *Walking the Road to Freedom: A Story about Sojourner Truth*. Minneapolis: Carolhoda Books Inc., 1988.

Fradin, Dennis Brindell. *My Family Shall Be Free! The Life of Peter Still*. New York: Harper Collins Publishers, 2001.

Herbert, Janis. *The Civil War for Kids*. Chicago: Chicago Review Press, 1999. Timeline, quilt activity.

Hopkinson, Deborah. "Levi Coffin, President of the Underground Railroad." *Meeting Challenges*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1993.

Rappaport, Doreen. *Freedom River*. New York: Hyperion Books for Children, 2000. Conductor John Parker rescues family by crossing Ohio River (non-fiction).

Ringgold, Faith. *Aunt Harriet's Underground Railroad in the Sky*. New York: Crown Publishing, 1992. Quilts…

Winter, Jeannette. *Follow the Drinking Gourd*. New York: Knopf, 1992. Song with music and lyrics.

Internet Sites:

http://www.cr.nps.gov National registry of UGRR sites.

Bethel AME Church in Indianapolis.

Eleutherian College classroom and chapel building near Madison.

http://www.ai.org/ism/sites/levicoffin/ Levi Coffin House in Fountain City.

http://www.nationalgeographic.com/features/99/railroad/ National Geographic UGRR site. **Interactive** site requiring participants to make choices and decisions regarding the journey out of slavery.

http://www.historychannel.com/exhibits/undergroundrr/ Concise discussion of components of UGRR.

Extension Activities Resources:

http://web.realcities.com/content/rc/news/slavery/miami/1955535743.htm Slave labor picking cocoa beans in West Africa.

http://www.iabolish.com/today/background/mauritania.htm 800 year old slavery system in Mauritania.

http://www.iabolish.com/today/background/us.htm The U.S. is not yet free from slavery.

Ross, Eileen. "Cesar Chavez: Walk a Mile in My Shoes." *Meeting Challenges.* Dubuque, Iowa: Kendall/Hunt Publishing Company, 1993.

Shaffer, Ann. "Rosa Parks." *Meeting Challenges.* Dubuque, Iowa: Kendall/Hunt Publishing Company, 1993.

Video: A Free Life. Golden Dome Productions, 1997. *
Available from: Northern Indiana Historical Society
Northern Indiana Center for History
808 W. Washington Street
South Bend, IN 46601
http://www.centerforhistory.org/

Purpose of Materials: Background information, research data, continuing to learn the history of Indiana, promotion of higher order thinking skills, skills development with mapping, time lines, and Venn diagrams.

Procedures

Preparation:

- Check out resources available at your school and/or local library.
- Print out multiple copies of articles from Internet sites.
- Copy outline maps of Indiana. (Attachment 1)
- Make a teacher copy of UGRR routes through Indiana. (Attachment 2) Also available at http://education.ucdavis.edu/new/stc/lesson/socstud/railroad/Map.htm

Activities:

Session 1-2: (Information gathering) Explore the migration of African Americans into the Hoosier area.

A. Read and/or discuss with the students or divide students into groups to research and report on:

1. Freedmen settlements.

2. Slaves in Indiana despite laws to the contrary.

3. Underground Railroad in Indiana.

B. Use an outline map of Indiana to draw the routes traveled on the Underground Railroad (UGRR).

C. If time permits (or as an assignment), develop list and have students locate on the map some of the known stops on the UGRR.

D. Make a transparency of the routes and overlay the transparency with the map showing Indiana counties and Native American territories at the time of statehood.

Session 3: Develop (or continue and extend) a timeline showing migration patterns in Indiana.

A. From resources used the first day, assist students in finding and listing dates pertinent to Indiana during the 1800s.

B. Edit dates to those pertinent to statehood, African American migration, and the Civil War era.

C. Using the edited list develop/assign a timeline for students to complete using an established format. (Previously taught.)

Session 4: Explore reasons for African Americans to settle and/or travel through Indiana. (Individually, then in groups of 2-3 students or as class discussion, citing specific examples from text and articles.)

A. What were the reasons freedmen came to Indiana?

B. What were the reasons for slaves being brought to Indiana?

C. What were the reasons for escaped slaves coming to or through Indiana?

D. List human rights violations for African Americans (both freedmen and slaves), and for European settlers.

Session 5: Compare and contrast Native American and African American human rights violations. (Sessions may be combined if time allows!)

Teaching Strategies

Lecture - The teacher will introduce:

A. the Indiana laws

B. the history of the original African Americans in Indiana

C. the work of the Underground Railroad

Research, Analysis - The instructor will provide:

A. materials for student research

B. outline maps of Indiana

C. materials for time lines

Students will be expected to:

A. Take notes.

B. Make a map of UGRR routes.

C. Make a time line.

D. (Extension) Access information from websites

Small Group Activities

Compare and Contrast – Venn diagram or trifold

Internet Search – if time allows

Assessments (key questions to simulate critical thinking):

- What were the effects of new ethnic groups being introduced into Indiana's culture?
- How have those effects changed throughout Indiana's history?
- What might be different about Indiana today if any of these migrations had NOT taken place?
- Where do we still have/see/feel the effects of human rights violations?

Assessments may be:

- Oral discussion displaying a knowledge of historical presentation and synthesis of human rights ideas.
- Venn diagram (or trifold from Dinah Zike materials).
- Essay test.

Adaptations and/or Extensions:

Extensions

- Compare and contrast human rights violations in pre-20th century to 20th and 21st centuries.
- Using a highway map of Indiana, cut pictures from printed materials that show UGRR sites in Indiana. Attach the pictures to the appropriate cities/areas on the map. This will help reinforce the routes.
- Show the video "A Free Life"
- Visit state UGRR sites.
- Explore Hoosiers who were:
  - A. Influential in developing the laws at this time
  - B. Religious, social groups that were helping escaped slaves
  - C. Individuals active in the pro and anti-slavery debate such as Levi Coffin, Harriet Tubman, etc.
- Physical Education- have the students travel 12 miles (the average distance between UGRR stops).
- Science – use your senses other than sight to identify your environment (most slaves traveled at night on foot).
- Music – learn songs from this era

Attachment 1 Outline Map of Indiana

Underground
Railroad Routes
in Indiana
Michigan
Ohio
Indianapolis
Fountain City
Illinois
Kentucky
Tennessee

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").